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ABSTRACT

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in the housing management field. It is designed for a variety of levels of learners (secondary, postsecondary, adult) in both school and non-school settings. Focusing on the specific job title of housing management aide, seven competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (books, pamphlets, etc.) An assessment section contains pre- and posttests and an affective instrument with answer keys. Provided in the appendix are 172 learner information sheets (fact sheets, work sheets, checklists) and 28 teacher information sheets (fact sheets, activities) referenced to specific teaching strategies in this module. A separate resources section lists books, curriculum materials, pamphlets, films, and records. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, Securing Employment in Home Economics Occupations, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

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ED155380

OCCUPATIONAL HOME ECONOMICS EDUCATION SERIES

HOUSING MANAGEMENT SERVICES

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Competency Based Teaching Module

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CE 016 753

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This document is part of the Occupational Home Economics Education Series. The competency-based series are in module format and each contains assessment instruments, concepts strategies, resources, and student reference sheets for each of the following occupational titles:

CARE AND INDEPENDENT LIVING SERVICES FOR AGING
CATERING SERVICES
CLOTHING ALTERATIONS
CONSUMER SERVICES
FABRICS AND TEXTILES MERCHANDISING
FAST FOOD SERVICES
FURNISHINGS AND HOUSING MAINTENANCE SERVICES
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FOREWORD

The focal point of home economics occupations is jobs which relate to the home and family. Technical skills and abilities to manage multiple resources are then transferable to related occupations in business, industry, institutions and governmental agencies. This series of modules provides training to develop the competencies and skills for delivery of services needed by society.

Each module focuses on the development of learners for paid employment through a sequence of pre-assessment, objectives, competencies, suggested teaching strategies which utilize multi-sensory experiences, resources, and post-assessment. Each module addresses cognitive, affective and psychomotor learning pertinent to specific job performance.

The uniqueness of these teaching/learning materials is in the creativity in the resources utilized, learning strategies employed, and the emphasis on job skills. The competencies and skills learned in these modules may be used in home, business, industrial, institutional, and agency settings. Each module is developed in a lattice context; the worker can move horizontally to other jobs requiring comparable skills, or vertically within the same job area by acquiring additional competencies. Each module emphasizes decision-making in order to facilitate either horizontal or vertical job progression.

It is hoped that these Occupational Home Economics Education Series modules will substantially contribute to the development of workers for paid employment and will enhance the multiple roles of all workers -- family, job citizen.

Kinsey B. Green
Project Director
American Home Economics Association

ACKNOWLEDGMENTS

These competency-based teaching modules have been developed through the cooperative efforts of many people. We wish to express our appreciation to those individuals involved with this project.

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The cooperation and support of all the State Supervisors who assisted in obtaining curriculum materials and in the selection of field test sites is greatly appreciated. We are especially grateful to the 75 teachers and their learners who participated in the field test.

We also wish to thank the membership of the American Home Economics Association for their support and many contributions.

The following is a list of the consultant team leaders who developed the modules. We acknowledge their indispensable contributions with thanks.

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The assistance of personnel working with each team is deeply appreciated.

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INTRODUCTION

Background

An urgent need exists for trained workers in the human services industry at all levels. Failure to recognize that definite skills are needed whether home-related tasks are performed inside or outside the home has relegated many of these services to dead-end jobs. Consequently, jobs of this nature are not sought but rather are accepted only by those lacking the education or training for more prestigious positions.

Society ends up the loser from this state of affairs because persons enjoying a high standard of living are unable to procure satisfactory home-related services, and persons with no alternative but to accept low-paying service jobs find few satisfaction in the work. These persons often though employed full-time, are unable to support themselves sufficiently to avoid welfare status.

The American Home Economics Association, recognizing both the needs of the individuals employed in home-related service jobs and those of society, sought funds to develop a system for training and providing upward mobility opportunities for workers in the human service occupations.

In June of 1974 the United States Office of Education, Bureau of Occupational and Adult Education, awarded the American Home Economics Association a 30-month contract to develop and field test non-graded, competency-based teaching modules in the areas of occupational home economics. Prior to this juncture in time, occupational curriculum development in home economics had primarily consisted of scattered and individualized efforts.

The contract for the project divided the work into two phases. Phase I of the project involved a state-of-the-art study which was the development of a computer-generated annotated bibliography of curricula currently available in occupational home economics. A study was also completed concerning the bases used for making curriculum decisions by home economics teachers, state and local supervisors, home economics teacher educators, and state directors of vocational education. Phase II involved the development, field testing, and revision of non-graded, competency-based teaching modules to meet the identified curricular needs which in turn help meet societal need.

Overview of Home Economics Occupations

Ten modules were developed by this project. They build upon an earlier AHEA project in which home economics career ladders and lattices were identified and developed, findings from Phase I of the project which identified areas of curricular need, and the bases for making curriculum decisions. The modules further encompass a clustering concept to enable the learner to be prepared with a group of skills that are common to several jobs rather than preparation for a single job.

Areas Needing Development

From an examination and analysis of the annotated bibliography developed during Phase I, areas of curricula needing development in the various occupational areas were identified for competency-based teaching module development. The titles were chosen in relation to newly emerging occupations as well as those described in home economics career ladders and lattices. The modules developed by this project are:

Care and Independent Living Services for the Aging

Fabric and Textiles Merchandising

Clothing Alterations

Fast Food Services

Catering Services

Furnishings and Housing Maintenance Services

Window Treatment Services

Housing Management Services

Consumer Services

Securing Employment in Home Economics Occupations

Ladders and Lattices

Upgrading human services at all levels continues to be an objective of the American Home Economics Association. This concept was given impetus through a contract with the United States Department of Labor during which Career Ladders and Lattices in Home Economics Related Areas: Possibilities for Upgrading Household Employment was developed. Approximately 27 career ladders in home economics occupations are identified in this publication. The ladders are based on knowledge and skill in one or more areas of home economics and points on the ladders where intersections (lattices) to other ladders occur are delineated.

Career ladders identified in clothing and textiles are merchandising, dry cleaning, clothing alteration, clothing design and construction, and theatrical costuming. Ladders in the family relations and child development area include those jobs in child care centers, day schools for handicapped children, recreation centers, institutions, and private education. Opportunities identified on the foods and nutrition ladder are dietetics, extension, school food service, airline foods, and restaurants. The home management and family economics ladders are in public housing, homemaker services, and private households. Household equipment, appliance repair, and interior design/decorating are the titles of ladders in housing, furnishings, and equipment.

The modules were developed around and beyond these ladders already in existence. Each module developer analyzed the job inventory and expanded the ladder to include emerging occupations as well as latticing with other areas. This career ladder base helps to insure that learners are prepared for jobs that do exist and are available to them. The ladder concept further provides for both horizontal and vertical mobility in the career field. This is then expanded by cluster training which provides opportunities for mobility (latticing) to other career ladders.

Each of the modules (except for Securing Employment in Home Economics Occupations) can be found on a career ladder in the human services occupations. The complete ladder for each particular module can be found in the respective modules with an accompanying explanation of its lattice relationships with other areas.

Occupational Clustering Concept

One of the guiding principles of the project and one fundamental to the use of the modules is that of clustering. Clustering is based upon the concept of preparing learners for several related jobs through the teaching of common skills. Since most people change jobs several times throughout their lifespans, clustering offers a definite advantage to both employer and the employee. Workers are able to switch from job to job with a minimal amount of retraining.

Another advantage of the clustering approach is that it affords learners a chance to mature before making their occupational choices. Through clustering they are prepared to work on several jobs in a given area of work.

Clustering differs from traditional vocational education in that learning experiences are provided the learner which encompass a group of competencies for entering several related occupations. Traditional vocational education programs train the learner for a specific job with very specific skills.

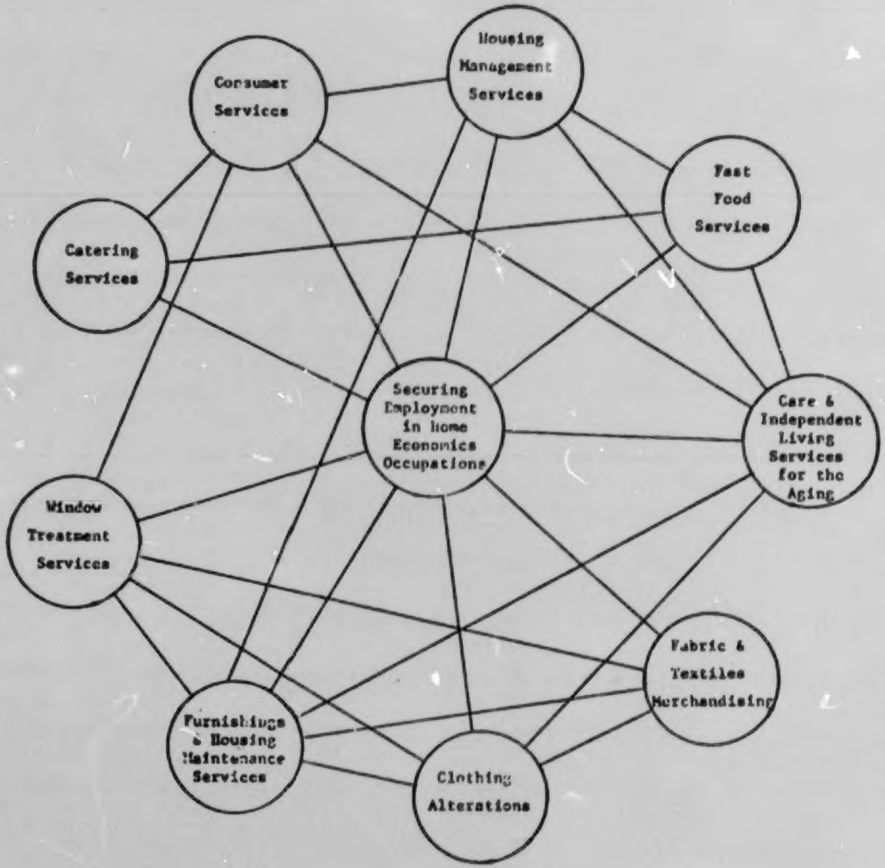
According to Weagraff (1974) there are generally three methods for developing clusters. They are sociological/psychological, descriptive approaches, and task analysis approaches. The sociological/psychological approach utilizes the aspects of occupational choice and worker functions as its foundation. Proponents of this approach have used two and three-dimensional matrices of occupational families arranged in order of status and occupational areas. Descriptive approaches describe jobs and group them toget[illegible] on the basis of broad generalities.

Task analysis approaches use job analysis techniques in which occupational groupings are based upon similarities in various jobs. Functional skills and knowledge are identified. Those techniques, skills, and knowledge that are common to several jobs are then grouped together. The module developers used task inventories as the bases for the modules' competencies. The job analyses were obtained from a variety of sources. In the case of emerging occupations, where no task analysis or inventory had as yet been done, the module developers generated this on their own. This involved interviewing both employees and their respective employers. They were each asked to delineate the tasks involved for the job. Collectively, these data were used to compile the task inventory. The clustering concept can be minimally extended to the modules as an entire group since the modules each have some competencies and skills appropriate to other modules.

Interrelationships and Intersections of Ladders

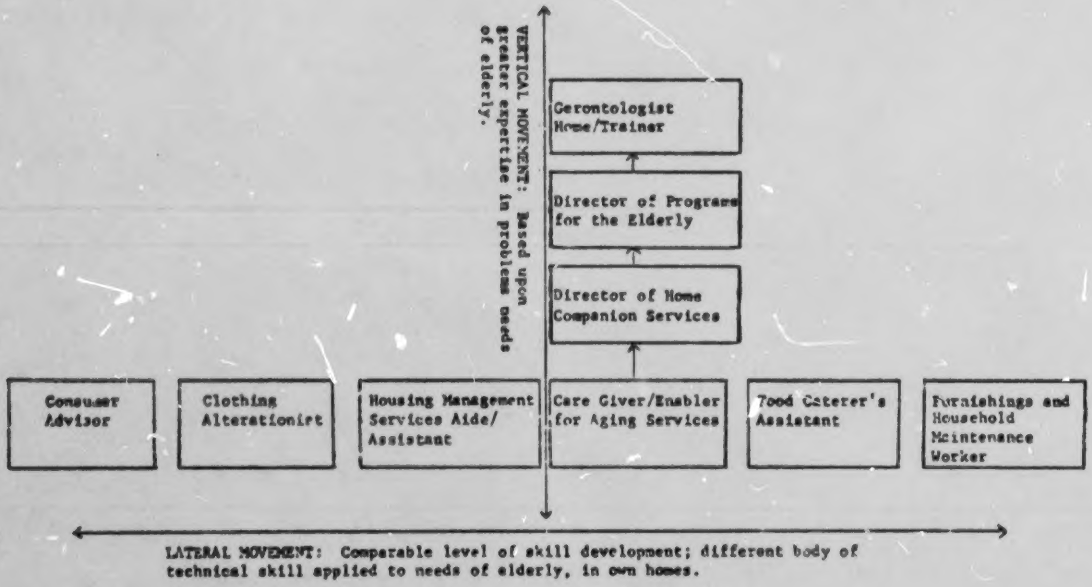
The individual ladder for each of the occupational areas in the respective modules shows the primary lattice relationships to other modules. The following diagram is a representation of most of the possible intersections among the ladders of the various modules. Because of the competencies required for respective modules, some have greater job mobility than others.

Diagram 1. Interrelationships of the Module's Ladders


Housing Management Services
Consumer Services
Fast Food Services
Catering Services
Securing Employment in Home Economics Occupations
Care & Independent Living Services for the Aging
Window Treatment Services
Fabric & Textiles Merchandising
Furnishings & Housing Maintenance Services
Clothing Alterations

The following excerpt demonstrates vertical mobility within a job cluster and lateral mobility among clusters. Common dimensions relate to provision of services for individuals in their own homes and focus on a specific population, the elderly. Vertical mobility varies with degree of expertise; lateral movement varies with the application of a different body of technical skill to the needs of the elderly. Knowledge of the unique needs of the elderly, application of a body of technical expertise and the ability to identify and use community resources are common threads pervasive throughout the lattice shown.

Diagram 2. Vertical and Lateral Mobility for Modules


VERTICAL MOVEMENT: Based upon greater expertise in problems needs of elderly.
Gerontologist Home/Trainer
Director of Programs for the Elderly
Director of Home Companion Services
Consumer Advisor
Clothing Alterationist
Housing Management Services Aide/ Assistant
Care Giver/Enabler for Aging Services
Food Caterer's Assistant
Furnishings and Household Maintenance Worker
LATERAL MOVEMENT: Comparable level of skill development; different body of technical skill applied to needs of elderly, in own homes.

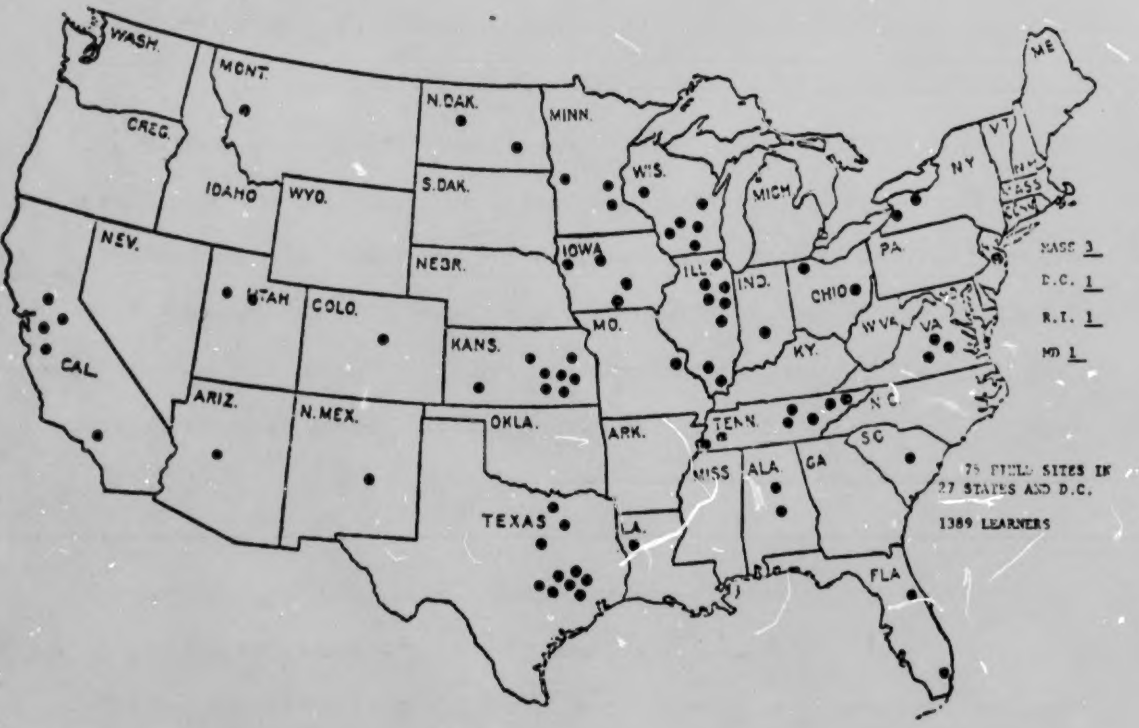
Securing Employment in Home Economics Occupations has no occupational ladder. Rather, this module focuses on those knowledges, skills, attitudes, and behaviors which are essential to obtain and maintain employment. It should be used in conjunction with or prior to each of the other modules to adequately train a learner.

Evaluation of Materials

All modules developed by this project were field tested in 1976. Persons were invited to express their interest in field test participation through a variety of avenues. An open invitation was extended at the AHEA annual meeting in June of 1975 and followed with a notice in the August 1975 issue of AHEA Action. Letters were mailed to state and local vocational home economics supervisors in the 50 states and U. S. territories. Module developers also made personal contacts with professionals around the country to promote applications for field test participation. A total of 207 responses were received from which the 88 field test sites were selected, representing 1760 learners.

Field test teachers representing 29 states and the District of Columbia were selected by the module developers in terms of criteria established cooperatively with contract personnel. The criteria included teacher qualifications and experience, recommendation by state supervisors, acceptable minimum number of learners, type of educational setting, age level of learners, and geographic location. All modules were field tested in sites with learners in at least two of three identified learner levels (secondary, post-secondary, adult) and in both school and non-school settings. Resulting class drop outs, reduced the field test sites to 75 with 1389 learners represented as indicated on the map which follows (Diagram 3).

Diagram 3. Distribution of Field Test Sites


WASH.
MONT.
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MINN.
OREG.
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IDAHO
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NEV.
IOWA
PA.
NEBR.
ILL.
IND.
OHIO
UTAH
COLO.
W.VA.
VA.
MO.
KANS.
KY.
CAL.
N.C.
ARIZ.
N.MEX.
OKLA.
TENN.
ARK.
SC
MISS
ALA.
GA
TEXAS
LA.
FLA.
MASS 3
D.C. 1
R.I. 1
MD 1
75 FIELD SITES IN 27 STATES AND D.C.
1389 LEARNERS

Field Test Design

The study included two components: 1) a descriptive assessment of the effectiveness and usability of the modules by the 75 field test teachers, and 2) an assessment of performance on competencies of 75 groups of learners who studied the modules as treatment. The module assessment instrument used for the first component of this study was developed solely for field test and research purposes. Whereas, the pre/post assessment instruments used in the second component of the study are included as integral parts of each module.

The data collected from the module assessment by field test teachers were used to revise the modules prior to publication. This instrument was tested for content validity by presentation to the six module developers and to a jury of five professionals recognized in the field of curriculum developement and measurement. The jury classified each item according to the criterion measured (effectiveness or usability) and the component addressed (competencies, objectives, suggested strategies, references and resources, assessment instruments, learner information sheets, or overall evaluation). The minimum acceptance level for an item on this instrument was established at .70.

The pre/post assessment component consisted of an analysis of change in learner performance on the competencies in the modules. The pre/post assessments were submitted to juries to establish the quality of the instruments. The following are the quality standards and the minimum acceptance levels which were established: content and/or temporal reliability, .85; objectivity, 100% agreement by the jury; content and construct validity, more than 50% agreement by the jury.

Summary of Technical Report

A detailed technical report of the data analysis and discussion of the findings is on file with the American Home Economics Association and the Office of Education. However, the general research design and conclusions drawn are presented here to indicate to the user, the quality of the modules which comprise this project.

A total of six hypotheses were tested using data collected from 75 field test teachers and 1389 learners. Data from the pre/post cognitive test provided the basis for testing the first two hypotheses, namely:

1. Learners will increase in level of competency from pre to post assessment based on competencies incorporated in specific occupational modules.

2. Level of learner competency as measured by pre and post assessment will not vary with differences in educational setting and learners' educational level.

Using the data from the teacher opinion assessment, the remaining hypotheses were tested, namely:

3. The majority of teachers will judge the components and overall assessment of the curriculum module to be usable.

4. The majority of teachers will judge the components and overall assessment of the curriculum module to be effective.

5. There is no difference in teacher judgment as to the usability of the modules when the teachers have a

   a) varied educational background
   b) different number of years teaching experience in vocational home economics
   c) different number of years work experience in home economics related jobs other than teaching.

6. There is no difference in teacher judgment as to the effectiveness of the module when teachers have a

   a) varied educational background
   b) different number of years teaching experience in vocational home economics
   c) different number of years work experience in home economics related jobs other than teaching.

In order to test the hypotheses, various statistical treatments were administered. Although 1389 learners in 75 field test sites provided data on the the modules, due to the late spring field tests, not all of the data could be used. In general a few sites provided only pre test data or vice versa; early employment and pupil drop-out accounted for incomplete test data for some learners. Data were restricted to those learners who had completed both the pre and post assessments for hypothesis one, that there was a gain in learners' achievement. Mean gain scores were determined from differences between the pre test mean score and post test mean score for each module. A correlated sample *t* test was run for eleven modules(Catering Services levels I and II were analyzed separately). Hypothesis two was first submitted to an analysis of covariance for the six modules which had field test data in different levels and settings. In order to determine whether or not different educational levels and in-school or out-of-school educational settings made a difference in the quality of the modules, it was essential to be sure that the learners in these different levels and settings were starting at the same point. Therefore, an analysis of covariance test was applied to the data to determine the homogeneity of the learners. In testing hypotheses three, four, five, and six that teachers regardless of background, would judge the modules to be usable and effective, an item by item inspection of the data was overwhelmingly clear without further statistical treatment.

Results of the data collected and statistically analyzed from the learners pre/post cognitive test, indicated that all of the curriculum modules revealed a gain in learner achievement. The modules were indeed effective in increasing the learners' competencies identified within each module. Since it was established that the groups were homogeneous, these results demonstrated that the modules were equally effective with different settings and learner levels. Consequently, the modules were found to be appropriate and effective for teachers in school and non-school settings and for secondary, post secondary, and adult learners.

Data collected from teacher opinions of the modules relative to hypotheses three, four, five, and six, showed a clear majority of teachers who rated the modules as usable and effective. An item by item inspection of the data from the teacher assessment indicated that the components (competencies, objectives, suggested strategies, references/resources, evaluation instruments, learner information sheets, and overall assessment of the modules) were given similar ratings. There was almost unanimous agreement among the teachers that each item on the assessment form, representing all of the components set forth above, was excellent, good, or at least average. Since these teachers came from different geographical areas and varied backgrounds such as Bachelors', Masters' or other degrees; teachers with several months or 15-20 years teaching and work experience, and since all of them judged the modules similarly as helpful tools facilitating learning, the modules are deemed to be generalizable for innumerable situations.

Field test teachers were encouraged to add constructive comments related to their particular modules. In addition, teachers kept a daily curriculum log identifying objectives, strategies and references and/or resources used with reasons for including or omitting them. Some comments were:

"well thought out curriculum..."

"something for each student..."

"wished we could have studied this longer..."

"the real beauty is the adaptability..."

"am impressed with it..."

"learned a number of things we would not have been exposed to had we not done the module..."

"certainly gives plenty of references..."

"games and worksheets were both enjoyable and stimulating..."

"participating in field testing has to be our success story, fun, and challenge for 1976..."

"strategies are varied and realistic..."

"have never seen all of these topics brought together into one resource..."

"can see the possibilities of developing a course based on these modules and ideas..."

"allows for creative input..."

"easy to use..."

"relevant..."

"complete..."

"serves purpose well..."

"reinforcement without repetition."

In summary, field testing results indicated that the learners did indeed achieve in competency after completing the modules, whether they were secondary or post secondary students or adults in a non traditional setting. Throughout the country, the modules were found to be useful and effective for a wide range of learners and a variety of settings. Teachers judged the modules to be effective and usable regardless of their educational background, or teaching or work experience. Here then are ten quality products that have been planned, developed, and field tested to answer a relevant need of teachers and learners in the home service occupations areas.

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RATIONALE

The rationale for Housing Management Services includes selecting particular competencies based on two assumptions:

1. That basic competencies have been developed at the beginning, including these of the Securing Employment Module; and, that learners have had on-the-job experiences (see Housing Management Ladder/Lattice, Level 1).
2. That advanced competencies are directed toward a broad range of learners, both adults and youth, who may or may not have completed a secondary school program.

With on-site documentation to establish local cooperation and use of facilities for training, the development of competency-based curriculum with a focus on the training of individuals for entrance into the housing management field at paraprofessional levels opens a new field of occupational training. This new field is broad in appeal and flexible in scope. People demonstrating Housing Management Aide competencies will be able to implement skills related to the management of institutions offering services to individuals and families.

The number of multi-family housing developments is increasing across the United States. Among the contributing factors in this increase are escalating living costs, population increase, changing life-styles, and a recognition among investors and developers, mortgage industries and public institutions of the need to increase housing stock through construction of multi-family developments.

Congress has given attention to the need for new legislation and programs for increasing housing production. The production of thousands of multiple dwellings in recent years, and the management of the problems and difficulties which have accompanied such production, has brought about the need for trained housing managers in large numbers and on a continuing basis.

In spite of projected needs for management personnel, providing individuals with appropriate skills to meet housing management qualifications will not happen without planned learning. Educational programs will account for the difference between the success and the failure of the housing personnel training program.

This competency-based module is concerned with providing suggested guidelines to the vocational home economics teacher in developing a vocational training program in housing management. Directed toward ungraded levels of learners, the module provides competencies related to a specific occupation circumscribed within housing management, entitled Housing Management Aide.

JOB DESCRIPTION

This module is based on clusters in the occupational area of housing management (see Housing Management Occupational Ladder). The housing management cluster consists of those occupations which are concerned with management, care and upkeep of multi-family dwellings, both public and private, which are available to tenants of varying ages, incomes, and family sizes. Such occupations range from house attendant supervisor and housing attendant for the elderly to housing management director.

Management skills in housing are based on abilities to maintain orderly, attractive and safe dwellings, and grounds. Maintenance skills are reinforced by the ability to plan cooperatively with tenants. The Housing Management Aide assists individuals and families in obtaining homes with maximum quality living conditions and with a minimum expenditure of time, money, and effort. Ability to deal with problems arising as a result of cultural and lifestyle differences among people is necessary in achieving this goal.

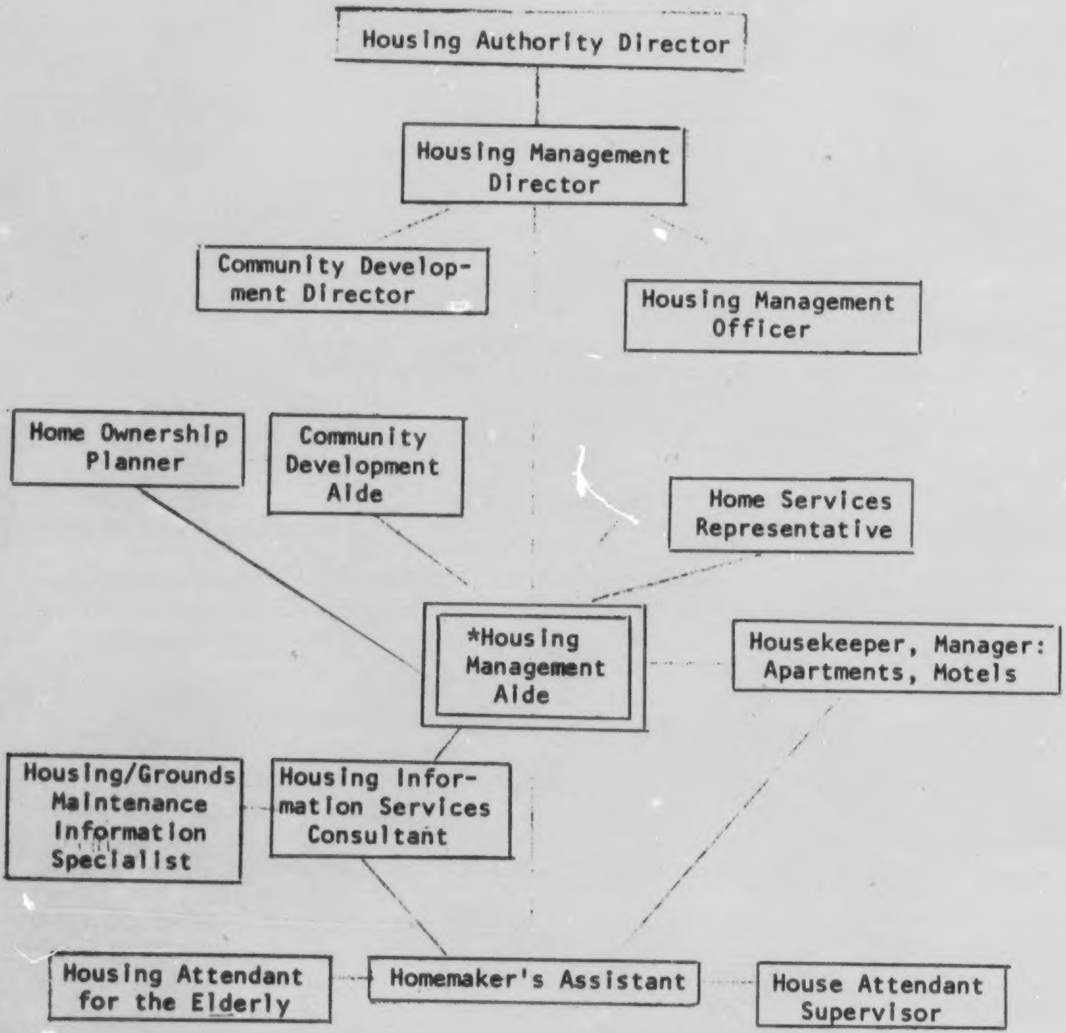
Based on the identification of specific competencies and the implementation of skills in training, Housing Management Aide learners become aware of ways to work effectively with a broad range of culturally diverse clients. Providing orientation to the many changes in a new life-style, the Housing Management Aide assists clients in the prevention of wasting time, energy and money--and helps offset frustration and dissatisfaction.

The Housing Management Aide makes no decisions concerning clients. The Aide works constantly with the clients, providing information for the Housing Management Director who retains the responsibility for decision-making, planning, and enforcing regulations. It is the task of the Housing Management Aide to maintain daily contact with clients (tenants) and, through accidental and planned meetings, establish and maintain regulatory practice essential to the well-being of a community living in a multi-family housing development.

The job and tasks involved in this module are to: provide assistance to clients when relocating and becoming oriented to a new lifestyle; identify public and private services abailable for newly relocated individuals and families; perform effectively on the telephone; make home visits to clients and record them for the Housing Director's consideration and action; demonstrate simple home repairs, care and use of large and small multi-housing unit equipment, and provide experiences leading to the maintenance of health and safety for the individuals and families living within the housing facility.

The vocational home economist with a background in home management skills and work simplification techniques related to family living is particularly fitted for the position of Housing Management Director. The Vocational Home Economics teacher, with a background in skills and techniques related to meeting the human needs of individuals and families, is particularly fitted to provide vocational training needed to develop housing management aide competencies needed to assist the director at a paraprofessional level.

HOUSING MANAGEMENT OCCUPATIONAL LADDER


Housing Authority Director
Housing Management Director
Community Development Director
Housing Management Officer
Home Ownership Planner
Community Development Aide
Home Services Representative
*Housing Management Aide
Housekeeper, Manager: Apartments, Motels
Housing/Grounds Maintenance Information Specialist
Housing Information Services Consultant
Housing Attendant for the Elderly
Homemaker's Assistant
House Attendant Supervisor

*Focus of this module.

DIRECTIONS TO THE TEACHER

Definitions for Module Components

The following list of definitions and explanations were agreed upon by the project staff for use with the modules:

> A competency statement is broad in scope and includes the skills, knowledge, and attitudes essential to perform a job or task.
>
> An objective is a statement in behavioral terms of the desired outcomes learners will demonstrate as a result of their exposure to a program of instruction.
>
> Strategy statements include the learning situations and experiences provided by the teacher to expose the learner to the content to be learned and to allow the learner to demonstrate progress toward the attainment of the objective.

How to Use

All modules are packaged separately, but the Securing Employment module should be taught in conjunction with each module. The project personnel recognize that it requires more than the actual task-related competencies for a job to be an effective worker or employee. The Securing Employment module contains those competencies necessary to finding employment, maintaining effective interpersonal relations on the job and the like.

The Housing Management Services module was developed to meet a recognized need in the area of occupational home economics curricula. It is designed for use by teachers as opposed to use by learners. It is unique in that there is very little or no other curricula available for this particular job title. It is one of ten modules developed by this project. The job titles of the other modules can be found in the section titled, Areas Needing Development.

The modules are designed to be used with a variety of levels of learners (secondary, post-secondary, adult) in both school and non-school educational settings. This ungraded concept allows for wider application and use of the modules and is focused on the job itself regardless of who the worker is.

Before teaching this module, a community survey should be administered to document available employment opportunities for this particular job title. An advisory committee should also be consulted before implementing a new program. Materials are available on these subjects should you wish to obtain more information. $tate supervisors, vocational directors, and/or teacher education institutions should be able to provide such guidance and direction, if needed.

The Housing Management Services module contains the competencies required for this particular job title, as well as the objectives necessary to acquire these competencies. The competencies were discerned from a task inventory framework. Enough objectives have been stated to allow for successful accomplishment of each competency.

Suggested teaching strategies are found opposite the objective they have been designed for in the four-column format of the module. Enough strategy options have been included to enhance the chances of even the slowest learner attaining the objective. Insofar as possible for a given objective, strategies have been included which provide for learning to take place through each of the senses. They are included in such a way that the teacher may choose those most appropriate or applicable to his situation. The time frame for completing each competency will vary depending on local situations and the type of learners in the class. The strategies require materials that are generally available to occupational home economics teachers.

It is suggested that each learner maintain a portfolio throughout the course of instruction. Not only will this serve as a source of organization throughout the module, but it will also be a ready reference for the learners as they enter the world of work.

The References and Resources column lists those materials that would be helpful to the teacher in presenting the material. References and resources are listed directly across from the suggested teaching strategy with which they are to be used. Each item is numbered and can be found in the bibliography at the back of the module. Addresses have been included in the bibliography wherever possible to facilitate teacher acquisition of the materials.

Learner information sheets developed or adapted specifically for use with the modules are located in the appendices of the module. These have been printed on white paper to facilitate the reproduction of these pages for your learners. Appendix pages have strategy numbers to assist the teacher.

Teacher information sheets are also included in the appendices of the module. These were developed specifically for the module in cases where the needed information was not readily available or easily accessible to teachers.

Assessment

Each module includes several assessment instruments, but minimally each module has a pre/post test and another test. The tests include two types of measurement: a cognitive measure and a performance or affective measure.

The pre test should be administered before any teaching of content takes place. Once the tests are scored, the teacher should determine if there are any objectives for which the learners have displayed competence. These objectives need not be taught. The post test(s) should be administered upon completion of the module.

The pre/post test key is located in the assessment instrument section of this module, as well as the keys to any other instruments. The objective each item covers is listed next to the item number on the key.

For those learners who have reading problems, the teacher should read the test questions aloud to them. Every attempt should be made to fairly and accurately assess the learner's competence.

Assessment instruments are printed on white paper and only on one side so that teachers may photocopy them. Less formal methods of evaluating the extent of learning are included with the suggested strategies.

LIST OF COMPETENCIES

The learner will be able to: Page

1 facilitate adaptation to change by developing an awareness and understanding of the differences among cultural groups. 88

2 assist families and individuals relocating to break up and reestablish an operative household. 102

3 provide personal advice and assistance in aiding newly relocated individuals and families, including, but not limited to, low income and minority groups, obtain adequate and needed public and private services. 112

4 apply principles of home management and work simplification techniques to implement skills essential for general home maintenance. 122

5 demonstrate skills in simple household maintenance and repair. 130

6 relate various income levels to financial plans (budgeting to meet individual and family needs). 140

7 apply knowledge of health, safety, and first aid to provide "safe" dwellings for individuals and families. 150

ASSESSMENT INSTRUMENTS

Directions for Pre/Post Assessment Instruments

The tests include one or more questions for each objective in the module.

The pre test should be administered before any teaching of content takes place. Once the tests are scored, the teacher should determine if there are any objectives for which the learners have displayed competence. These objectives need not be taught. The post test should be administered upon completion of the module to determine the progress and level of competency of the learner in achieving each of the stated objectives. Items in the post test are identical to those on the pre test, but appear in a different order. Therefore, the key also is in different order.

The teacher could use the same answer sheet form for the post test as was used for the pre test.

Assessment instruments should be read to non-readers, non-writers, learners with visual problems, etc.

Items are arranged in order of increasing difficulty on both pre and post assessments.

Key For Pre Assessment Instrument

Item	Answer	Objective	Item	Answer	Objective
1.	b	7.1	30.	b	3.3
2.	d	6.3	31.	d	6.4
3.	b	7.2	32.	b	1.4
4.	b	3.5	33.	c	4.3
5.	d	5.9	34.	a	2.2
6.	a	5.2	35.	d	5.4
7.	c	5.6	36.	c	4.1
8.	d	5.10	37.	c	1.4
9.	c	5.2	38.	b	7.4
10.	b	5.8	39.	d	5.4
11.	d	3.6	40.	a	6.5
12.	a	5.6	41.	c	4.3
13.	a	5.4	42.	c	1.3
14.	a	2.1	43.	b	5.3
15.	c	2.1	44.	c	6.2
16.	d	2.1	45.	c	6.7
17.	a	2.2	46.	a	2.4
18.	b	2.3	47.	b	4.2
19.	b	2.2	48.	b	5.1
20.	a	4.3	49.	d	1.1
21.	c	7.2	50.	c	7.3
22.	b	3.4	51.	c	3.1
23.	d	5.5	52.	b	6.1
24.	d	4.3	53.	c	3.2
25.	a	1.3	54.	c	3.2
26.	c	7.2	55.	b	5.7
27.	c	2.5	56.	b	3.2
28.	d	5.1	57.	d	1.2
29.	a	6.5			

Housing Management Services

Pre Assessment Instrument

Directions: Choose the one best answer.

1. Choose the word or phrase which does not belong among the essential needs for the life and health of humans
   a. food adapted to growth needs
   b. beautiful surroundings
   c. air, water
   d. safety
   e. personal and environmental cleanliness

2. One human "want" and three human "needs" are listed below. Identify the "want"
   a. security
   b. food, air, water
   c. shelter
   d. full-time employment

3. The second greatest number of accidents occur
   a. when driving
   b. in the home
   c. through leisure-time activities
   d. at work

4. If you as Housing Management Aide were asked by a client where to find specific public agencies/services (such as bus lines, the post office, shopping centers, etc.) you would provide assistance by
   a. taking client to nearest requested agency/service
   b. providing a referral form with the appropriate information
   c. referring client to the Chamber of Commerce
   d. sending client to the Housing Manager

5. One of the following is appropriately named on a list of minimum cleaning tools for the home
   a. vacuum cleaner
   b. carpet sweeper
   c. assorted brushes (radiator, scrub, Venetian blind, toilet bowl, etc.)
   d. broom/dust pan

6. One of the following is not needed in repairing a leaking faucet
   a. plastic sealer
   b. the right-sized washer
   c. a screw driver
   d. an adjustable wrench

7. Clorox should not be used as a
   a. disinfectant
   b. stain remover
   c. woodwork cleanser
   d. deodorizer

8. To wash upholstery, one needs
   a. soap and water foam mixture
   b. sponge and soft cloths
   c. dry cleaning chemicals
   d. a and b

9. In replacing tile, directions warn against
   a. mixing grout with fingers
   b. using a saw to cut the tile
   c. emptying excess grout down the drain
   d. using newly set tile for 48 hours

10. In demonstrating how to care for housecleaning tools, a hazardous procedure could occur
   a. by washing a broom in hot soap and water
   b. storing the oil mop and dust cloths in a closet
   c. shaking a mop with a paper bag over the mop head
   d. emptying the carpet sweeper in a cardboard box

11. A resource form for use in providing assistance to newly relocated individuals and families would not need
   a. agencies' addresses and phone numbers
   b. services provided by agencies
   c. hours and days of operation of agencies
   d. directors' names and addresses

12. Which of the common household products listed below may be used in oven cleaning?
   a. ammonia
   b. soda
   c. cream of tartar
   d. vinegar

13. In cleaning enameled range/refrigerator surfaces, it is inappropriate to use
   a. an abrasive cleanser
   b. a wet cloth on a cold enamelled surface
   c. a chemical spray cleaner
   d. a paper towel to wipe up spills immediately

Richard and Marie are a young couple planning to move from their one-bedroom apartment to a large city one hundred miles away, where Marie will take a new position in one of the major department stores. They plan to move into a multiple dwelling where a two-bedroom apartment is available. They have leased their new apartment by signing a year's lease and depositing a cleaning fee and rent for the first and last month.

Marie has been supporting Richard during the last year so that he could finish his college degree and qualify for a position in business administration. They have just purchased a sofa for their present living-dining room, which (with the cleaning fee and payment on their new lease) leaves them with $150.00 in their savings. Their bedroom set has been borrowed from Richard's parents. Marie's salary will not begin until she has worked for two weeks in her new position.

Based on the case study on the previous page, answer the following questions by choosing the one best answer.

14. Factors which influence Richard and Marie's decision to use either a commercial van or a rented, U-Drive truck when moving do not include
    a. preparing a well planned packing schedule
    b. considering the distance of the move
    c. taking into account the number, health and ages of family members
    d. estimating the weight, size and amount of household goods

15. The factor which is most limiting to Richard's and Marie's choice of "how to move"
    a. health, number and ages of family members
    b. presence of narrow stairways, halls, in new/old residence
    c. adult members work, limiting time
    d. use of "time payment plan" in moving

16. The factor that is least limiting to to Richard's and Marie's choice on "how to move"
    a. amount of money available to make the move
    b. weight, size and amount of household goods
    c. distance of move
    d. presence of narrow stairways in old/new residence

Richard and Marie made their decision to move within one week's time. Richard is going to notify various companies/individuals of their change-of-address:

17. One of the following notifications, in terms of continuing service, requires Richard's immediate attention
    a. magazines (coming by subscription)
    b. Department of Motor Vehicles
    c. local post office
    d. department store charge accounts

18. As a Housing Management Aide helping Richard and Marie develop their moving schedule, you would tell them that
    a. the easiest, most convenient move is planned and scheduled with packing to take place during a month's time
    b. a moving plan or schedule is best when tasks take place as quickly as possible while at the same time keeping the household operative
    c. when you have planned how and when to pack household goods, you have developed a master moving schedule
    d. the same master moving schedule will work equally well with all families who have to move

19. With one week to plan and schedule a move, one of the tasks listed below should be "first" for Marie and Richard
    a. have carpets/rugs cleaned for storage
    b. make firm decisions on what they will take/leave
    c. advertise to sell some items
    d. return borrowed tools, books, etc.

20. Planning a workable household maintenance schedule is not affected by
    a. getting the work done quickly
    b. number of family members
    c. working hours away from home
    d. climate

21. According to "safe driving practices," only one of the following statements is true. Identify that "safe driving practice." It is safe to drive
    a. when you are tired from driving, yet wish to meet a time deadline by continuing for another 10-hour drive
    b. when you have had "one for the road"
    c. when attitude, health, and judgment insure safe driving practices

22. Accurate records do not
    a. serve as a basis for future improvement
    b. use valuable time unnecessarily
    c. serve as a basis for future reference
    d. show the initiative of the aide

23. If you wanted to compare the value of comparable cleaning products, it would first be necessary to
    a. compare cost/unit weight
    b. compare cleaning results
    c. compare brand name
    d. both a and b

24. One of the factors stated below has little effect upon planning a work schedule for family members to keep the household clean and orderly
    a. whether the task is performed daily, weekly, or occasionally
    b. whether all family members plan together
    c. the ability of family members to perform task
    d. leaving task to one who states a personal preference to perform it

25. The characteristic common to all cultures, "religion," implies
    a. acceptance of a system of religious beliefs
    b. belief in the traditional form of God
    c. preference of religion over education
    d. hatred of communism

26. The greatest danger in causing accidents in the home comes from one of the following items
    a. loose rugs
    b. stairways
    c. glass
    d. ladders
    e. kitchen appliances

27. One of the following instructions for packing cartons for moving (given below) is incorrect. The incorrect instruction is
   a. all cartons should be firmly and fully packed
   b. all cartons should be properly marked with labels and room numbers to indicate where they should be placed
   c. all cartons are to be of the same size to make stacking possible when moving
   d. all cartons are to be securely taped with masking or special carton-sealing tape

28. An individual's ability to perform demonstrations successfully may be due to characteristic strengths or weaknesses. The important thing is that the individual
   a. ignore weaknesses
   b. be determined to succeed
   c. be on guard against criticism
   d. practice more

29. The main advantage of using "easy credit" is that
   a. you can buy things you really need
   b. you can satisfy "wants" immediately
   c. stores may give better repair service, if you still "owe" for what you have purchased from them
   d. it allows you to maintain a good credit rating

30. One of the following phrases does not relate to the building of good public relations through telephone behavior
   a. identifying yourself in answering the phone
   b. providing an opportunity for clients to explain problems completely, regardless of the time it takes
   c. answering the telephone promptly
   d. the liberal use of "please" and "thank you" in business transactions over the telephone
   e. taking accurate and complete information concerning the telephone call

31. Resources available to meet individual/family "needs" and "wants" are listed as being
   a. physical (such as income, ability to get credit, savings)
   b. human (such as time, energy, interests, abilities)
   c. a only
   d. both a and b

32. In establishing mutually satisfying relationships with other people, it is important that
   a. you both come from a similar culture
   b. you demonstrate that you are trustworthy
   c. the other people must show that they are trustworthy
   d. you should make a decision about the others' ability to be trusted, and honestly tell the others how you have decided

33. One of the factors stated below influences planning a workable schedule for household maintenance more than any others
   a. the presence of very young children
   b. the size of the dwelling
   c. the health, ages, and number of family members
   d. location of dwelling (urban, rural, suburban)

34. One of the following notifications requires asking for a transfer of records
   a. telephone company
   b. local post office
   c. department store credit department
   d. doctor/dentist

35. If you were in a situation in which you had to help a client use a piece of equipment, it would be best to
   a. provide and go over the Warranty Booklet
   b. provide and go over the Care and Use Booklet
   c. demonstrate the equipment
   d. all of the above

36. One of the phrases listed below is not important in solving problems
   a. stating the problem
   b. providing alternative solutions
   c. the length of time the problem has existed
   d. considering forces which affect the solution

37. If people are reluctant to move to a better location, even when it is pointed out that there are better jobs, schools and dwellings in the new location, the Housing Management Aide should
   a. refer the problem to the Housing Management Director
   b. call in the authorities to tell the people that they must move
   c. attempt to determine why there is reluctance
   d. provide logical arguments to show how much better the new location is, in every way

38. Although all are the responsibility of the Housing Management Aide, the most important task in preventing possible fire hazards is to
   a. provide fire drills for clients regularly
   b. promote opportunities to discuss dangers from fires informally, stressing cooking hazards, improper storage of flammable material, and so on
   c. check provisions made for clients' safe use of the outdoor barbecue
   d. check provisions made for clients' safe use of electrical appliances.

39. If you were asked to identify the four pieces of small equipment most frequently purchased by individuals who lived near, you would probably gain the most accurate results by
   a. using your family as a reference to identify the equipment
   b. watching what people were purchasing in a department store where small equipment was for sale
   c. watching what small equipment people were purchasing in a "Super Drug" store
   d. conducting a small survey by having yourself and others fill in a survey sheet from answers provided by people living in the area

40. One of the following statements does not relate to basic steps in working out a budget
   a. It should be similar to all other budgets within the same income level
   b. It should come from your own experience
   c. It should be tailored to your own income and situation
   d. It should be geared to your individual goals

41. A schedule for family members which really "works" when applied to household maintenance is most dependent on
    a. age, health of family members
    b. working hours away from home
    c. attitudes of family members
    d. the kind of task

42. It is important to see the differences between the ways people of different cultures may feel about such things as police authority, because when you do
    a. it is easier to avoid problems
    b. there are fewer differences which matter
    c. you can better deal with problems
    d. you know when to seek advice

43. In checking a gas or an electric range which has been reported out of order by a client, you would first
    a. check the main power sources (gas meter, electrical circuit breaker)
    b. check the oven timer
    c. call the utility company
    d. check with neighbors for power/gas shut-off

44. One of the following statements does not relate to values. Values
    a. give direction to life
    b. determine goals
    c. are unchanging for each individual
    d. influence life styles
    e. develop as a result of social and environmental interaction

45. Identify the one true characteristic of middle-aged and elderly low-income families. (Three of the phrases are "attitudes" toward these people.)
    a. wanting to get as much for nothing as possible
    b. lack of ability to choose good clothing, nutritious food
    c. feeling powerless, different, separated from others
    d. being unable to take care of material goods adequately

46. A time, energy and money saver (sometimes considered "a good idea--if we had time") which should be part of planning to move, is
    a. making floor plans
    b. providing materials for correct carton packing
    c. making a day-to-day task list
    d. sending out rugs/draperies for cleaning

47. Simple task analysis is based primarily upon
    a. telling how to perform a task
    b. logical procedural sequence of work
    c. directions-for-use given in booklet of instructions
    d. warranty terms

48. Of the 4 P's for a perfect demonstration, one is dependent upon the other three. That one is
    a. planning
    b. presentation
    c. practice
    d. preparation

49. Cultural diversities cannot be recognized through
   a. studying a single-family history
   b. comparing religious practices in various cultures
   c. deciding which holidays are most important to the community
   d. identifying speech therapy patterns

50. It is not the Housing Management Aide's responsibility to check dwellings and grounds to prevent possible indoor/outdoor home accidents by
   a. identifying poisonous plants located on the premises
   b. checking storage of cleaning supplies accessible to children
   c. checking safety equipment on the hot water heater
   d. checking extension cords placed under the carpet

51. One of the following phrases does not apply to the development of a form to clarify agency usage and function
   a. clear-cut procedural directions
   b. knowledge of specific requirements
   c. an understanding of human nature and behavior
   d. general and special services offered

52. "Values" may be identified by one of the following statements
   a. States of readiness that influence the action of an individual toward objects and events.
   b. A standard or a yardstick to guide actions, evaluations and justifications of self to others.
   c. Matters of importance as opposed to matters of fact.
   d. A general tendancy of a person to act in a certain way under certain conditions.

53. The essential quality expressed by "sensitivity" toward others is best indicated by
   a. an ability to prejudge people
   b. communicating that each individual has a right to personal opinion
   c. an acceptance and awareness of differences among human individuals which leads to differences in expressing feelings
   d. getting along with others
   e. listening to what is said and observing the outward feelings which result

54. Identify the phrase which does not apply to a description of the word, "behavior"; behavior is
   a. the process of adaptation to environment
   b. dependent upon personal needs, wants, and aspirations
   c. the result of external influences only
   d. closely related to perceived rewards

55. "The first step in cleaning is to use a detergent which contains a surface-acting agent." This quotation refers to
   a. emulsifying
   b. sequestering
   c. dispersing
   d. wetting

56. A helpful attitude to be found in the Housing Management Aide includes one of the following
   a. ability to make judgments concerning clients' behavior
   b. attempting to understand the cause for, rather than the outward expression of, behavior
   c. recognizing the inability of antisocial individuals to change
   d. realizing that some individuals are simply "bad" and "difficult."

57. Some cultural similarities within American cultural groups are
   a. language, government and male dominant family structure
   b. religious beliefs, myths and supersitions and English as a language
   c. government, belief in one God, and recreation
   d. economics, language and religious beliefs

Key for Post Assessment Instrument

Item	Answer	Objective	Item	Answer	Objective
1.	a	5.6	30.	c	2.1
2.	b	7.2	31.	d	2.1
3.	a	5.4	32.	a	2.1
4.	d	3.6	33.	a	2.2
5.	b	7.1	34.	b	2.3
6.	d	5.9	35.	b	2.2
7.	c	5.2	26.	a	6.5
8.	b	5.8	37.	c	1.4
9.	a	5.2	38.	b	7.4
10.	d	5.10	39.	c	1.3
11.	d	6.3	40.	c	6.2
12.	b	3.5	41.	d	5.4
13.	c	5.6	42.	c	4.3
14.	b	3.4	43.	c	6.7
15.	c	7.2	44.	b	5.3
16.	a	1.3	45.	c	4.1
17.	d	4.3	46.	b	4.2
18.	c	4.3	47.	a	2.4
19.	d	6.4	48.	b	5.1
20.	c	2.5	49.	b	6.1
21.	a	6.5	50.	d	1.1
22.	b	3.3	51.	c	3.1
23.	b	1.4	52.	c	7.3
24.	d	5.4	53.	b	3.2
25.	c	7.2	54.	d	5.7
26.	a	4.3	55.	c	3.2
27.	a	2.2	56.	d	1.2
28.	d	5.5	57.	c	3.2
29.	d	5.1			

Housing Management Services

Post Assessment Instrument

Directions: Choose the one best answer.

1. Which of the common household products listed below may be used in oven cleaning?
   a. ammonia
   b. soda
   c. cream of tartar
   d. vinegar

2. The second greatest number of accidents occur
   a. when driving
   b. in the home
   c. through leisure-time activities
   d. at work

3. In cleaning enamelled range/refrigerator surfaces, it is inappropriate to use
   a. an abrasive cleanser
   b. a wet cloth on a cold enamelled surface
   c. a chemical spray cleaner
   d. a paper towel to wipe up spills immediately

4. A resource form for use in providing assistance to newly relocated individuals and families would not need
   a. agencies' addresses and phone numbers
   b. services provided by agencies
   c. hours and days of operation of agencies
   d. directors' names and addresses

5. Choose the word or phrase which does not belong among the essential needs for the life and health of humans
   a. food adapted to growth needs
   b. beautiful surroundings
   c. air, water
   d. safety
   e. personal and environmental cleanliness

6. One of the following is appropriately named on a list of minimum cleaning tools for the home
   a. vacuum cleaner
   b. carpet sweeper
   c. assorted brushes (radiator, scrub, Venetian blind, toilet bowl, etc.)
   d. broom/dust pan

7. In replacing tile, directions warn against
   a. mixing grout with fingers
   b. using a saw to cut the tile
   c. emptying excess grout down the drain
   d. using newly set tile for 48 hours

8. In demonstrating how to care for housecleaning tools, a hazardous procedure could occur
   a. by washing a broom in hot soap and water
   b. storing the oil mop and dust cloths in a closet
   c. shaking a mop with a paper bag over the mop head
   d. emptying the carpet sweeper in a cardboard box

9. One of the following is not needed in repairing a leaking faucet
   a. plastic sealer
   b. the right-sized washer
   c. a screw driver
   d. an adjustable wrench

10. To wash upholstery, one needs
   a. soap and water foam mixture
   b. sponge and soft cloths
   c. dry cleaning chemicals
   d. a and b

11. One human "want" and three human "needs" are listed below. Identify the "want"
   a. security
   b. food, air, water
   c. shelter
   d. full-time employment

12. If you as Housing Management Aide were asked by a client where to find specific public agencies/services (such as bus lines, the post office, shopping centers, etc.), you would provide assistance by
   a. taking client to nearest requested agency/service
   b. providing a referral form with the appropriate information
   c. referring client to the Chamber of Commerce
   d. sending client to the Housing Manager

13. Clorox should not be used as a
   a. disinfectant
   b. stain remover
   c. woodwork cleanser
   d. deodorizer

14. Accurate records do not
   a. serve as a basis for future improvement
   b. use valuable time unnecessarily
   c. serve as a basis for future reference
   d. show the initiative of the aide

15. According to "safe driving practices," only one of the following statements is true. Identify that "safe driving practice." It is safe to drive
   a. when you are tired from driving, yet wish to meet a time deadline by continuing for another 10-hour drive
   b. when you have had "one for the road"
   c. when attitude, health, and judgment insure safe driving practices

16. The characteristic common to all cultures, "religion," implies
   a. acceptance of a system of religious beliefs
   b. belief in the traditional form of God
   c. preference of religion over education
   d. hatred of communism

17. One of the factors stated below has little effect upon planning a work schedule for family members to keep the household clean and orderly
a. whether the task is performed daily, weekly, or occasionally
b. whether all family members plan together
c. the ability of family members to perform task
d. leaving task to one who states a personal preference to perform it

18. One of the factors stated below influences planning a workable schedule for household maintenance more than any others
a. the presence of very young children
b. the size of the dwelling
c. the health, ages, and number of family members
d. location of dwelling (urban, rural, suburban)

19. Resources available to meet individual/family "needs" and "wants" are listed as being
a. physical (such as income, ability to get credit, savings)
b. human (such as time, energy, interests, abilities)
c. a only
d. both a and b

20. One of the following instructions for packing cartons for moving (given below) is incorrect. The incorrect instruction is
a. all cartons should be firmly and fully packed
b. all cartons should be properly marked with labels and room numbers to indicate where they should be placed
c. all cartons are to be of the same size to make stacking possible when moving
d. all cartons are to be securely taped with masking or special carton-sealing tape

21. The main advantage of using "easy credit" is that
a. you can buy things you really need
b. you can satisfy "wants" immediately
c. stores may give better repair service, if you still "owe" for what you have purchased from them
d. it allows you to maintain a good credit rating

22. One of the following phrases does not relate to the building of good public relations through telephone behavior
a. identifying yourself in answering the phone
b. providing an opportunity for clients to explain problems completely regardless of the time it takes
c. the liberal use of "please" and "thank you" in business transactions over the telephone
d. answering the telephone promptly
e. taking accurate and complete information concerning the telephone call

23. In establishing mutually satisfying relationships with other people, it is important that
a. you both come from a similar culture
b. you demonstrate that you are trustworthy
c. the other people must show that they are trustworthy
d. you should make a decision about the others' ability to be trusted, and honestly tell the others how you have decided

24. If you were in a situation in which you had to help a client use a piece of equipment, it would be best to
    a. provide and go over the Warranty Booklet
    b. provide and go over the Care and Use Booklet
    c. demonstrate the equipment
    d. all of the above

25. The greatest danger in causing accidents in the home comes from one of the following items
    a. loose rugs
    b. stairways
    c. glass
    d. ladders
    e. kitchen appliances

26. Planning a workable household maintenance schedule is not affected by
    a. getting the work done quickly
    b. number of family members
    c. working hours away from home
    d. climate

27. One of the following notifications requires asking for a transfer of records
    a. telephone company
    b. local post office
    c. department store credit department
    d. doctor/dentist

28. If you wanted to compare the value of comparable cleaning products, it would first be necessary to
    a. compare cost/unit weight
    b. compare cleaning results
    c. compare brand name
    d. both a and b

29. An individual's ability to perform demonstrations successfully may be due to characteristic strengths or weaknesses. The important thing is that the individual
    a. ignore weaknesses
    b. be determined to succeed
    c. be on guard against criticism
    d. practice more

Richard and Marie are a young couple planning to move from their one-bedroom apartment to a large city one hundred miles away, where Marie will take a new position in one of the major department stores. They plan to move into a multiple dwelling where a two-bedroon apartment is available. They have leased their new apartment by signing a year's lease and depositing a cleaning fee and rent for the first and last month.

Marie has been supporting Richard during the last year so that he could finish his college degree and qualify for a position in business administration. They have just purchased a sofa for their present living-dining room, which (with the cleaning fee and payment on their new lease) leaves them with $150.00 in their savings. Their bedroom set has been borrowed from Richard's parents. Marie's salary will not begin until she has worked for two weeks in her new position.

Based on the case study given above, answer the following questions by darkening the space on the score card that corresponds to the best phrase to complete the statement.

30. The factor that is least limiting to Richard's and Marie's choice on "how to move"
   a. amount of money available to make the move
   b. weight, size and amount of household goods
   c. distance of move
   d. presence of narrow stairways in old/new residence

31. The factor which is most limiting to Richard's and Marie's choice of "how to move"
   a. health, number and ages of family members
   b. presence of narrow stairways, halls, in new/old residence
   c. adult members work, limiting time
   d. use of "time payment plan" in moving

32. Factors which influence Richard and Marie's decision to use either a commercial van or a rented, U-Drive truck when moving do not include
   a. preparing a well planned packing schedule
   b. considering the distance of the move
   c. taking into account the number, health and ages of family members
   d. estimating the weight, size and amount of household goods

Richard and Marie made their decision to move within one week's time. Richard is going to notify various companies/individuals of their change-of-address:

33. One of the following notifications, in terms of continuing service, requires Richard's immediate attention
   a. magazines (coming by subscription)
   b. Department of Motor Vehicles
   c. local post office
   d. department store charge accounts

34. As a Housing Management Aide helping Richard and Marie develop their moving schedule, you would tell them that
   a. the easiest, most convenient move is planned and scheduled with packing to take place during a month's time
   b. a moving plan or schedule is best when tasks take place as quickly as possible while at the same time keeping the household operative
   c. when you have planned how and when to pack household goods, you have developed a master moving schedule
   d. the same master moving schedule will work equally well with all families who have to move

35. With one week to plan and schedule a move, one of the tasks listed below should be "first" for Marie and Richard
   a. have carpets/rugs cleaned for storage
   b. make firm decisions on what they will take/leave
   c. advertise to sell some items
   d. return borrowed tools, books, etc.

36. One of the following statements does *not* relate to basic steps in working out a budget
    a. It should be similar to all other budgets within the same income
    b. It should come from your own experience
    c. It should be tailored to your own income and situation
    d. It should be geared to your individual goals

37. If people are reluctant to move to a better location, even when it is pointed out that there are better jobs, schools and dwellings in the new location, the Housing Management Aide should
    a. refer the problem to the Housing Management Director
    b. call in the authorities to tell the people that they must move
    c. attempt to determine why there is reluctance
    d. provide logical arguments to show how much better the new location is, in every way

38. Although all are the responsibility of the Housing Management Aide, the *most* important task in preventing possible fire hazards is to
    a. provide fire drills for clients regularly
    b. promote opportunities to discuss dangers from fires informally, stressing cooking hazards, proper storage of flammable material, and so on
    c. check provisions made for clients' safe use of the outdoor barbecue
    d. check provisions made for clients' safe use of electrical appliances.

39. It is important to see the differences between the ways people of different cultures may feel about such things as police authority, because when you do
    a. it is easier to avoid problems
    b. there are fewer differences which matter
    c. you can better deal with problems
    d. you know when to seek advice

40. One of the following statements does *not* relate to values. Values
    a. give direction to life
    b. determine goals
    c. are unchanging for each individual
    d. influence life styles
    e. develop as a result of social and environmental interaction

41. If you were asked to identify the four pieces of small equipment most frequently purchased by individuals who lived near, you would probably gain the most accurate results by
    a. using your family as a reference to identify the equipment
    b. watching what people were purchasing in a department store where small equipment was for sale
    c. watching what small equipment people were purchasing in a "Super Drug" store
    d. conducting a small survey by having yourself and others fill in a survey sheet from answers provided by people living in the area

42. A schedule for family members which really "works" when applied to household maintenance is *most* dependent on
    a. age, health of family members
    b. working hours away from home
    c. attitudes of family members
    d. the kind of task

43. Identify the one true characteristic of middle-aged and elderly low-income families. (Three of the phrases are "attitudes" toward these people.)
   a. wanting to get as much for nothing as possible
   b. lack of ability to choose good clothing, nutritious food
   c. feeling powerless, different, separated from others
   d. being unable to take care of material goods adequately

44. In checking a gas or an electric range which has been reported out of order by a client, you would first
   a. check the main power sources (gas meter, electrical circuit breaker)
   b. check the oven timer
   c. call the utility company
   d. check with neighbors for power/gas shut-off

45. One of the phrases listed below is not important in solving problems
   a. stating the problem
   b. providing alternative solutions
   c. the length of time the problem has existed
   d. considering forces which affect the solution

46. Simple task analysis is based primarily upon
   a. telling how to perform a task
   b. logical procedural sequence of work
   c. directions-for-use given in booklet of instructions
   d. warranty terms

47. A time, energy and money saver (sometimes considered "a good idea--if we had time") which should be part of planning to move, is
   a. making floor plans
   b. providing materials for correct carton packing
   c. making a day-to-day task list
   d. sending out rugs/draperies for cleaning

48. Of the 4 P's for a perfect demonstration, one is dependent upon the other three. That one is
   a. planning
   b. presentation
   c. practice
   d. preparation

49. "Values" may be identified by one of the following statements
   a. States of readiness that influence the action of an individual toward objects and events
   b. A standard or a yardstick to guide actions, evaluations and justifications of self to others
   c. Matters of importance as opposed to matters of fact
   d. A general tendancy of a person to act in a certain way under certain conditions

50. Cultural diversities cannot be recognized through
   a. studying a single-family history
   b. comparing religious practices in various cultures
   c. deciding which holidays are most important to the community
   d. identifying speech therapy patterns

51. One of the following phrases does not apply to the development of a form to clarify agency usage and function
    a. clear-cut procedural directions
    b. knowledge of specific requirements
    c. an understanding of human nature and behavior
    d. general and special services offered

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    a. ability to make judgments concerning clients' behavior
    b. attempting to understand the cause for, rather than the outward expression of, behavior
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    d. realizing that some individuals are simply "bad" and "difficult"

54. "The first step in cleaning is to use a detergent which contains a surface-acting agent." This quotation refers to
    a. emulsifying
    b. sequestering
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    a. language, government and male dominant family structure
    b. religious beliefs, myths and superstitions and English as a language
    c. government, belief in one God, and recreation
    d. economics, language and religious beliefs

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    a. an ability to prejudge people
    b. communicating that each individual has a right to personal opinion
    c. an acceptance and awareness of differences among human individuals which leads to differences in expressing feelings
    d. getting along with others
    e. listening to what is said and observing the outward feelings which result

Directions and Criteria for Scoring Affective Instrument

Philosophy of Human Nature

Here is a series of attitude statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with such matters of opinion.

Read each statement carefully. Then indicate the extent to which you agree or disagree by circling the number on the answer sheet. The numbers and their meaning are indicated below:

If you agree strongly - circle 5

If you agree somewhat - circle 4

If you agree slightly - circle 3

If you disagree slightly - circle 2

If you disagree somewhat - circle 1

If you disagree strongly - circle 0

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number in front of the statement. Give your opinion on every statement.

If you find that the numbers to be used in answering do not adequately indicate your own opinion use the one which is closest to the way you feel.

Total scores for the favorableness toward human nature scale can vary between -118 and +118. Although no average scores for this total scale are given, the information would work out to a value of +3.8.

Trustworthiness (Positive items)

2. Most students will tell the instructor when he has made a mistake in adding up their score.

7. If you give the average person a job to do and leave him to do it, he will finish it successfully.

12. People usually tell the truth, even when they know they would be better off by lying.

18. Most students do not cheat when taking an exam.

23. Most people are basically honest.

58. If you act in good faith with people, almost all of them will reciprocate with fairness toward you.

75. Most people lead clean, decent lives.

Trustworthiness (Negative items)

28. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.

34. If you want people to do a job right, you should explain things to them in great detail and supervise them closely.

40. If most people could get into a movie without paying and be sure they were not seen, they would do it.

46. Most people are not really honest for a desirable reason; they're afraid of getting caught.

52. Most people would tell a lie if they could gain by it.

67. Most people would cheat on their income tax, it they had a chance.

80. Nowadays people commit a lot of crimes and sins that no one else ever hears about.

Altruism (Positive items)

4. Most people try to apply the Golden Rule even in today's complex society

9. Most people do not hesitate to go out of their way to help someone in trouble.

14. Most people will act as "Good Samaritans" if given the opportunity.

19. "Do unto others as you would have them do unto you" is a motto most people follow.

60. The typical person is sincerely concerned about the problems of others.

64. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.

77. Most people would stop and help a person whose car is disabled.

30. The average person is conceited.

36. It's only a rare person who would risk his own life and limb to help someone else.

42. It's pathetic to see an unselfish person intoday's world because so many people take advantage of him.

48. People pretend to care more about one another than they really do.

54. Most people inwardly dislike putting themselves out to help other people.

69. Most people exaggerate their troubles in order to get sympathy.

82. People are usually out for their own good.

Independence (Positive items)

29. Most people have the courage of their convictions.

35. Most people can make their own decisions, uninfluenced by public opinion.

41. It is achievement, rather than popularity with others, that gets you ahead nowadays.

47. The average person will stick to his opinion if he thinks he's right, even if he sees many others doing it.

68. The person with novel ideas is respected in our society.

81. Most people will speak out for what they believe in.

Independence (Negative items)

3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they really don't change the way they feel.

8. Nowadays many people won't make a move until they find out what other people think.

13. The important thing in being successful nowadays is not how hard you work, but how well you fit in with the crowd.

24. The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards.

59. It's a rare person who will go against the crowd.

63. Most people have to rely on someone else to make their important decisions for them.

76. The average person will rarely express his opinion in a group when he sees the others disagree with him.

Strength of Will and Rationality (Positive items)

27. If a person tries hard enough, he will usually reach his goals in life.

33. The average person has an accurate understanding of the reasons for his behavior.

39. If people try hard enough, wars can be prevented in the future.

45. The average person is largely the master of his own fate.

51. In a local or national election, most people select a candidate rationally and logically.

66. Most persons have a lot of control over what happens to them is life.

72. Most people have a good idea of what their strengths and weaknesses are.

Strength of Will and Rationality (negative items)

1. Great successes in life, like great artists and inventors, are usually motivated by forces they are unaware of.

6. Our success in life is pretty much determined by forces outside our own control.

17. Attempts to understand ourselves are usually futile.

22. There's little one can do to alter his fate in life.

57. Most people have little influence over the things that happen to them.

62. Most people have an unrealistically favorable view of their own capabilities.

74. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.

Complexity of Human Nature (Positive items)

32. I find that my first impressions of people are frequently wrong.

38. Some people are too complicated for me to figure out.

44. I think you can never really understand the feeling of other people.

50. You can't accurately describe a person in just a few words.

56. You can't classify everyone as good or bad.

71. People are too complex to ever be understood fully.

79. People are so complex it is hard to know what "makes them tick."

Complexity of Human Nature (Negative items)

5. I find that my first impression of a person is usually correct.

11. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."

16. It's not hard to understand what really is important to a person.

21. I think I get a good idea of a person's basic nature after a brief conversation with him.

26. If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.

65. When I meet a person, I look for one basic characteristic through which I try to understand him.

84. Give me a few facts about a person and I'll have a good idea of whether I'll like him or not.

Variability in Human Nature (Positive items)

10. A person's reaction to things differs from one situation to another.

15. Different people react to the same situation in different ways.

20. Each person's personality is different from the personality of every other person.

25. People are quite different in their basic interests.

61. People are pretty different from one another in what "makes them tick."

73. Often a person's basic personality is altered by such things as a religious conversion, psycho-therapy, or a charm course.

78. People are unpredictable in how they'll act from one situation to another.

Variability in Human Nature (Negative items)

31. People are pretty much alike in their basic interests.

37. People are basically similar in their personalities.

43. If you have a good idea about how several people will react to a certain situation, you can expect most other people to react the same way.

49. Most people are consistent from situation to situation in the way they react to things.

55. A child who is popular will be popular as an adult, too.

70. If I can see how a person reacts to one situation, I have a good idea of how he will react to other situations.

83. When you get right down to it, people are quite alike in their emotional makeup.

HOUSING MANAGEMENT SERVICES

AFFECTIVE INSTRUMENT: PHILOSOPHY OF HUMAN NATURE

PRE TEST

Directions: Choose the one best answer.

1. Great successes in life, like great artists and inventors, are usually motivated by forces they are unaware of.
2. Most students will tell the instructor when he has made a mistake in adding up their score, even if he had given them more points than they deserved.
3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they don't change the way they feel.
4. Most people try to apply the Golden Rule even in today's complex society.
5. I find thay my first impression of a person is usually correct.
6. Our success in life is pretty much determined by forces outside our own control.
7. If you give the average person a job to do and leave him to do it, he will finish it successfully.
8. Nowadays many people won't make a move until they find out what other people think.
9. Most people do not hesitate to go out of their way to help someone in trouble.
10. A person's reaction to things differs from one situation to another.
11. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."
12. People usually tell the truth, even when they know they would be better off by lying.
13. The important thing in being successful nowadays is not how hard you work, but how well you fit in with the crowd.
14. Most people will act as "Good Samaritans" if given the opportunity.
15. Different people react to the same situation in different ways.
16. It's not hard to understand what really is important to a person.
17. Attempts to understand ourselves are usually futile.
18. Most students do not cheat when taking an exam.

19. "Do unto others as you would have them do unto you" is a motto most people follow.

20. Each person's personality is different from the personality of every other person.

21. I think I get a good idea of a person's basic nature after a brief conversation with him.

22. There's little one can do to alter his fate in life.

23. Most people are basically honest.

24. The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards.

25. People are quite different in their basic interests.

26. If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.

27. If a person tries hard enough, he will usually reach his goals in life.

28. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.

29. Most people have the courage of their convictions.

30. The average person is conceited.

31. People are pretty much alike in their basic interests.

32. I find that my first impressions of people are frequently wrong.

33. The average person has an accurate understanding of the reasons for his behavior.

34. If you want people to do a job right, you should explain things to them in great detail and supervise them closely.

35. Most people can make their own decisions, uninfluenced by public opinion.

36. It's only a rare person who would risk his own life and limb to help someone else.

37. People are basically similar in their personalities.

38. Some people are too complicated for me to figure out.

39. If people try hard enough, wars can be prevented in the future.

40. If most people could get into a movie without paying and be sure they were not seen, they would do it.

41. It is achievement, rather than popularity with others, that gets you ahead nowadays.

42. It's pathetic to see an unselfish person in today's world because so many people take advantage of him.

43. If you have a good idea about how several people will react to a certain situation, you can expect most other people to react the same way.

44. I think you can never really understand the feeling of other people.

45. The average person is largely the master of his own fate.

46. Most people are not really honest for a desirable reason; they're afraid of getting caught.

47. The average person will stick to his opinion if he thinks he's right, even if others disagree.

48. People pretend to care more about one another than they really do.

49. Most people are consistent from situation to situation in the way they react to things.

50. You can't accurately describe a person in just a few words.

51. In a local or national election, most people select a candidate rationand logically.

52. Most people would tell a lie if they could gain by it.

53. If a student does not believe in cheating, he will avoid it even if he sees many others doing it.

54. Most people inwardly dislike putting themselves out to help other people.

55. A child who is popular will be popular as an adult, too.

56. You can't classify everyone as good or bad.

57. Most people have little influence over the things that happen to them.

58. If you act in good faith with people, almost all of them will reciprocate with fairness toward you.

59. It's a rare person who will go against the crowd.

60. The typical person is sincerely concerned about the problems of others.

61. People are pretty different from one another in what "makes them tick."

62. Most people have an unrealistically favorable view of their own capabilities.

63. Most people have to rely on someone else to make their important decisions for them.

64. Most people with a fallout shelter would let their neighbors stay in it during a nuclear attack.

65. When I meet a person, I look for one basic characteristic through which I try to understand him.

66. Most persons have a lot of control over what happens to them in life.

67. Most people would cheat on their income tax, if they had a chance.

68. The person with novel ideas is respected in our society.

69. Most people exaggerate their troubles in order to get symmpathy.

70. If I can see how a person reacts to one situation, I have a good idea of how he will react to other situations.

71. People are too complex to ever be understood fully.

72. Most people have a good idea of what their strengths and weaknesses are.

73. Often a person's basic personality is altered by such things as a religious conversion, psycho-therapy, or a charm course.

74. Most people vote for a political candidate on the basis of unimportant characteristics such as his appearance or name, rather than because of his stand on the issues.

75. Most people lead clean, decent lives.

76. The average person will rarely express his opinion in a group when he sees the others disagree with him.

77. Most people would stop and help a person whose car is disabled.

78. People are unpredictable in how they'll act from one situation to another.

79. People are so complex it is hard to know what "makes them tick."

80. Nowadays people commit a lot of crimes and sins that no one else ever hears about.

81. Most people will speak out for what they believe in.

82. People are usually out for their own good.

83. When you get right down to it, people are quite alike in their emotional makeup.

84. Give me a few facts about a person and I'll have a good idea of whether I'll like him or not.

HOUSING MANAGEMENT SERVICES

AFFECTIVE INSTRUMENT: PHILOSOPHY OF HUMAN NATURE

POST TEST

Directions: Choose the one best answer.

1. Great successes in life, like great artists and inventors, are usually motivated by forces they are unaware of.
2. Most students will tell the instructor when he has made a mistake in adding up their score, even if he had given them more points than they deserved.
3. Most people will change the opinion they express as a result of an onslaught of criticism, even though they don't change the way they feel.
4. Most people try to apply the Golden Rule even in today's complex society.
5. I find thay my first impression of a person is usually correct.
6. Our success in life is pretty much determined by forces outside our own control.
7. If you give the average person a job to do and leave him to do it, he will finish it successfully.
8. Nowadays many people won't make a move until they find out what other people think.
9. Most people do not hesitate to go out of their way to help someone in trouble.
10. A person's reaction to things differs from one situation to another.
11. People can be described accurately by one term, such as "introverted," or "moral," or "sociable."
12. People usually tell the truth, even when they know they would be better off by lying.
13. The important thing in being successful nowadays is not how hard you work, but how well you fit in with the crowd.
14. Most people will act as "Good Samaritans" if given the opportunity.
15. Different people react to the same situation in different ways.
16. It's not hard to understand what really is important to a person.
17. Attempts to understand ourselves are usually futile.
18. Most students do not cheat when taking an exam.

19. "Do unto others as you would have them do unto you" is a motto most people follow.

20. Each person's personality is different from the personality of every other person.

21. I think I get a good idea of a person's basic nature after a brief conversation with him.

22. There's little one can do to alter his fate in life.

23. Most people are basically honest.

24. The typical student will cheat on a test when everybody else does, even though he has a set of ethical standards.

25. People are quite different in their basic interests.

26. If I could ask a person three questions about himself (and assuming he would answer them honestly), I would know a great deal about him.

27. If a person tries hard enough, he will usually reach his goals in life.

28. People claim they have ethical standards regarding honesty and morality, but few people stick to them when the chips are down.

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COMPETENCY BASED
TEACHING MODULE

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
1. facilitate adaptation to change by developing an awareness and understanding of the differences among cultural groups.	1.1 recognize cultural diversities existing among any group of people.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.1 use a world map or globe to have learners identify countries of own/family members' origin; mark countries with pins or stickers on which small, colored pennants will easily identify ethnic variety.	World map or globe.
1.1.2 discuss the variety of learners' countries of origin; using a map of the United States, have learners identify states in which learners or learners' families have lived during the past 5 years; 10 years; 25 years. (These strategies help identify any major ethnic settlements in the community.)	Map of the United States.
1.1.3 have learners list holiday customs (such as home decoration, activities and social events in the home) which may indicate origin in another state or country.	
1.1.4 explain that family practices, customs, patterns of behavior and values are often based on a particular cultural heritage; often these become codes of conduct which are passed from generation to generation without knowledge of their cultural origin. Examples of practices: preference for a particular type of home (when buying or renting); choice in home furnishings; yard/garden design preferences (choice of flowers, vegetable garden, fruit or ornamental trees/shrubs, etc.); clothing associated as appropriate for ceremonies; behavior to peers and/or patterns of behavior expected from young children.	
1.1.5 assign reading.	BOOKS 2 Housing and society, pp. 5-43.
show pictures of homes historically linked to the expanding housing needs of people in the U.S. using the opaque projector. Use Even homes show a cultural heritage (appendix, p. B-1) to facilitate the presentation.	Appendix B: Even homes show a cultural heritage, p. B-1.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
1. facilitate adaptation to change by developing an awareness and understanding of the differences among cultural groups. (Cont'd)	1.1 recognize cultural diversities existing among any group of people. (Cont'd)
	1.2 demonstrate ability to identify and list cross-cultural similarities and differences.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.5 (cont'd) provide FHA/HERO activity; using the opaque projector, show pictures of homes typical to other countries using American homes (appendix, p. A-1) and English European architectural styles (appendix, p. A-2); club members to make a community survey to identify ethnic carry-over in community homes.	Appendix A: American homes, p. A-1. Appendix A: English European architectural styles, p. A-2.
1.1.6 lead a class discussion, with questions to help learners identify preferences, attitudes, customs in the community, changing and/or expanding questions to fit the local situation using Identifying preferences, attitudes, customs (appendix, p. A-3).	Appendix A: Identifying preferences, attitudes, customs, p. A-3.
1.1.7 using the chalkboard or an overhead projector, help learners identify diverse customs, preferences, and attitudes existing in their community. (Use lists developed from questions, 1.1.6.) classify the lists under the following headings: language, government, family structure, religion, recreation, education, economic attitudes, housing. when learners have shared and classified different community customs, preferences, and attitudes, duplicate a master list for future use.	CURRICULUM MATERIALS 29 The concept of culture, an introductory resource unit unit in world cultures.
1.2.1 explain that while there are many differences among community customs, preferences and attitudes, there are also similarities or common elements--commonalities--among them. using Cultural commonalities and differences (appendix, pp. B-2-3) and Alternative learning experiences (appendix, p. B-4). help learners identify characteristics common to all cultures.	Appendix B: Cultural commonalities and differences, pp. B-2-3. Appendix B: Alternative learning experiences, p. B-4. BOOKS 16 Cultural values of American ethnic groups, pp. 1-55. OTHER 51 Ways of mankind

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
1. facilitate adaptation to change by developing an awareness and understanding of the differences among cultural groups. (Cont'd)	1.2 demonstrate ability to identify and list cross-cultural similarities and differences. (Cont'd)
	1.3 discriminate between behaviors which may be related to cultural heritage.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.2.2 discourage value comparisons between learners' own cultures and other cultures. Assign experiences from the Values clarfication periodical.	PERIODICALS 24 Value clarification, pp. 1-24.
provide experience from Teaching for changed attitudes and values.	PAMPHLETS 36 Teaching for changed attitudes and values, pp. 16-32.
discuss the differences between a fact and an expression of a value.	
provide copies of the master list developed previously. Pass out Commonalities among cultures (appendix, p. A-4-5) and assign Activity 1. Follow with general discussion.	Appendix A: Commonalities among cultures, pp. A-4-5.
provide alternative learning experiences for FHA/HERO groups using Alternative learning experiences: Commonalities among cultures (appendix, p. B-5); or use for class.	Appendix B: Alternative learning experiences: Commonalities among cultures, p. B-5.
proceed to learners Activity 2, Commonalities among cultures (appendix, p. A-4-5).	Appendix A: Commonalities among cultures, pp. A-4-5.
1.3.1 set up a role playing situation for all learners, based on Role play: Try it on for size (appendix, p. A-6).	Appendix A: Role play: Try it on for size, p. A-6.
provide FHA/HERO activity, using the questionnaire in The liberated man as a basis for developing other ways of eliminating sex-role discrimination.	BOOKS 6 The liberated man, pp. xi-xx.
ask how many learners identified the Real Estate employee as a man? Why?	
ask how many learners identified the foreigner as a woman? Why?	
help learners identify ways in which to overcome sex discrimination, such as: 1. Develop and use child-rearing practices without traditional sex-role stereotyping.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
1. facilitate adaptation to change by developing an awareness and understanding of the differences among cultural groups. (Cont'd)	1.3 discriminate between behaviors which may be related to cultural heritage. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.3.1 (Cont'd)	
2. Put an end to sex-differentiated tracking in the educational system, e.g., so that women no longer are counseled into feminine careers.	
3. Ask for an amendment to the U.S. Constitution to prohibit states and the federal government from passing laws which discriminate on the basis of sex.	
4. Insist upon equal responsibility by man and woman for housekeeping.	
5. Insist upon equal responsibility by man and woman for child-rearing and child care (including the possibility the man may take off a year to care for the children).	
1.3.2 ask learners to look up the word, "apple" in the dictionary and write it on the chalkboard.	Standard dictionary.
prepare a tray of apples of the same variety, but of different sizes, variations in color.	
ask such questions as: How are the apples alike? (Same variety; all are apples; all are fruit; all grow on trees, etc.) How are the apples different? (Different variations of shape, different color shadings; different sizes, etc.)	
help learners generalize that although the apples on the tray were all of one variety, they were not identical, the definition of the word, apple, presents a stereotype, a precise and limited description which can include individual differences.	
have learners work in small groups and develop a list of as many words relating to the human individual or groups of humans	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
1. facilitate adaptation to change by developing an awareness and understanding of the differences among cultural groups. (Cont'd)	1.3 discriminate between behaviors which may be related to cultural heritage. (Cont'd)

The teacher will:

1.3.2 (Cont'd)
individuals without distinguishing sex. List should include:

- individual
- family
- people
- person(s)
- human being
- human race
- generation
- relatives
- kindred
- fellow creatures
- somebody, someone
- earthling
- household
- one

explain that in The liberated man, the author has developed the word attache (at-a-sha′) as meaning either husband or wife; and te (tea) as equivalent to he or she. Ask learners to create two new words which are not discriminative of sex; one word for husband/wife; one word for he/she.

BOOKS

6 The liberated man, pp. xxiv-xxx.

1.3.3 review the teaching/learning experiences identifying basic cultural concepts developed to date by assisting learners to state them. Write on chalkboard.

Basic Cultural Concepts

1. All people have a cultural heritage.

2. Each cultural heritage contains universal characteristics common to all cultures, such as:
   a. A common language.
   b. Specific cultural values concerning religion, government, education, economic factors, housing.
   c. A basic form of family structure.
   d. Folk tales/myths/superstitions common to all cultures.

3. Each cultural heritage includes between-culture differences, such as preferences for housing related to family structure and values held concerning wealth, income, etc.; accepted discriminatory behaviors concerning members of the cultures related to age, sex, status, and so on.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
1. facilitate adaptation to change by developing an awareness and understanding of the differences among cultural groups. (Cont'd)	1.3 discriminate between behaviors which may be related to cultural heritage. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.3.3 (Cont'd) ask learners why it is important for the Housing Management Aide trainee to develop an awareness and understanding of the differences among cultural groups as preparation for this occupation. List on chalkboard. List should include: 1. People's behavior is related, either consciously or subconsciously, to their cultural heritage. 2. These behaviors, which reflect values, may determine: a. Preference for a certain type of housing. b. Ways of caring for house (pride or indifference toward interior and/or exterior upkeep of the home). c. Attitudes toward promptness in meeting financial obligations, such as paying rent on a specific date. d. Child rearing practices/appropriate behavior of children. e. Attitudes toward family members. f. Attitudes toward neighbors, community. 3. The Housing Management Aide is directly concerned with providing services to people which will help them be satisifed and happy with their multi-dwelling and meet the regulations essential to maintain such dwellings.	
1.3.4 Introduce an activity to reinforce cultural similarities and differences using Putting it all together: A game (appendix, p. B-6).	Appendix B: Putting it all together: A game, p. B-6.
provide Cultural aspects of American ethnic groups: A stereotype (appendix, pp. A-7-15) and Alternative learning experiences (appendix, p. B-7).	Appendix A: Cultural aspects of American ethnic groups: A stereotype, pp. A-7-15. Appendix B: Alternative learning experiences, p. B-7.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
1. facilitate adaptation to change by developing an awareness and understanding of the differences among cultural groups. (Cont'd)	1.4 summarize ways of establishing mutually supportive relationships across cultures.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.4.1 using blanks on housing provided in Cultural aspects of American ethnic groups: A stereotype, have learners develop housing values thoughts appropriate for each stereotype.	
assign reading.	BOOKS 3 Minority group adolescents in the United States, pp. 1-243. 12 Homes - today and tomorrow. pp. 12-75.
have learners compare trends in housing with possible values held by (1) ethnic groups, and (2) individuals as a whole as they relate to housing preference.	
discuss the possible attitudes of various people, including but not limited to ethnic groups, if urged to enter a multi-housing unit.	
1.4.2 help learners apply awareness and understanding of cultural differences in a simulated game by reading Blue ribbon/green ribbon, instructions for the game (appendix, pp. B-8-10).	Appendix B: Blue ribbon/green ribbon, instructions for the game, pp. B-8-10.
pass out game sheets, Blue ribbon/green ribbon, a simulation game (appendix, pp. A-16-19).	Appendix A: Blue ribbon/green ribbon, a simulation game, pp. A-16-19.
schedule time (two periods or more) including a break after small group discussions and prior to reassembling the entire group.	
during the learner discussion following the simulation game, help learners identify mutually supportive ways to use when working with cross-cultural groups. List on chalkboard. List may include learner statements that:	
1. Most individuals have culturally related prejudices which they probably do not recognize as such.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
1. facilitate adaptation to change by developing an awareness and understanding of the differences among cultural groups. (Cont'd)	1.4 summarize ways of establishing mutually supportive relationships across cultures. (Cont'd)
2. assist families and individuals when relocating to break up and reestablish an operative household.	2.1 identify factors influencing the choice of method of transporting household goods when individuals and families are relocating.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: 1.4.2 (Cont'd) 2. Attitudes toward others are revealed by tone of voice, facial expression, and choice of language. 3. Being able to accept others as they are (not as you would like them to be) creates mutual good feelings. 4. Refrain from making value judgments. Example: an individual is a weakling or a failure. Value judgments tend to indicate prejudice based on cultural heritage. 5. Keeping confidences as an inviolable (sacred) trust is an essential characteristic for the Housing Management Aide.	
provide alternative learning experiences using Alternative learning experiences (appendix, p. B-11), Alternative learning experiences (appendix, pp. A-20-24), as FHA/HERO activity.	Appendix B: Alternative learning experiences, p. B-11. Appendix A: Alternative learning experiences, pp. A-20-24.
1.4.3 have the learners complete the affective instrument, Philosophy of human nature.	Affective instrument: Philosophy of human nature, pp. 52-55.
2.1.1 using the chalkboard, ask learners to list available moving and van rental companies, checking for names and addresses in the local phone directories. Assign learners to call and/or visit local moving companies to obtain information regarding estimates on moving costs (based on weight of household goods/distance of move).	Local telephone directories.
divide learners into groups to compare costs and, with a teacher-led discussion (based on information and factors influencing choice of method of transporting household goods, Activity 4), have learners develop lists of advantages and disadvantages of commercial vs. "family moving" using Portfolio information: Transporting household goods (appendix, pp. A-25-26) and Transportation of household goods (appendix, p. B-12).	PAMPHLETS 36 "Summary of information for shippers of household goods." Appendix A: Portfolio information: Transporting household goods, pp. A-25-26. Appendix B: Transportation of household goods, p . B-12.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
2. assist families and individuals relocating to break up and reestablish an operative household. (Cont'd)	2.1 identify factors influencing the choice of method of transporting household goods when individuals and families are relocating. (Cont'd)
	2.2 list and schedule the tasks related to moving which do not include packing.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.1.1 (Cont'd) assemble all groups to share information. List advantages and disadvantages of commercial vs. family moving.	
have learners develop a portfolio of information pertinent to the job of Housing Management Aide when working with individuals/families in transporting household goods.	
2.1.2 using small groups, give each group a case study describing a family, their home size, the distance of the move, etc. using The best move: Case studies (appendix, pp. A-27-30). Each group is to identify all factors which have a bearing on the family's move; decide upon some solutions; and state a choice of the best means of transporting the family's household goods. A list of advantages to support their choice should be developed.	Appendix A: The best move: Case studies, pp. A-27-30.
have learners add to the development of their portfolio for their own use as employees.	
after providing sufficient time, assign each group to read the description of the family in the case study, stating factors, solution suggested, and advantages of their choice.	
2.1.3 FHA/HERO activity: see suggested strategy based on Case studies: Group game (appendix, p. B-13).	Appendix B: Case studies: Group game, p. B-13.
2.2.1 using the chalkboard, have learners list the services to be notified of change-of-address. In addition to notifications, what tasks, related to moving but not to actual packing, must be done? How long prior to moving day should each notification be made?	Local moving companies
have learners contact and arrange for HUD speaker; ask for forms available to movers from HUD.	Department of Housing and Urban Development office
have learners add information from HUD speaker to portfolio.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
2. assist families and individuals relocating to break up and reestablish an operative household. (Cont'd)	2.2 list and schedule the tasks related to moving which do not include packing. (Cont'd)
	2.3 prepare a master moving schedule, based on skills implemented by planning to move household goods.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.2.1 (Cont'd) after learners have brought portfolios up-to-date, provide them with the form It's almost moving day (appendix, pp. A-31-32) which they will fill out, changing it as needed.	Appendix A: It's almost moving day, pp. A-31-32.
provide learners with forms Post office change-of-address form (appendix, p. A-33) and Department of motor vehicles change-of-address form (appendix, p. A-34).	Appendix A: Post office change-of-address form, p. A-33. Appendix A: Department of motor vehicles change-of-address form, p. A-34.
ask learners to place filled-in checklists and forms in their portfolios for future use as employees.	
2.3.1 provide learners with handout for reading and discussion using Portfolio, information: Packing household goods (appendix, pp. A-35-37).	Appendix A: Portfolio, information: Packing household goods, pp. A-35-37.
lead a discussion to help learners decide what factors must be considered in preparing to move using Questions to ask: Planning to move (appendix, p. B-14).	Appendix B: Questions to ask: Planning to move, p. B-14.
use chalkboard to have learners list information brought out in discussion; copy for portfolio use.	
invite a local moving company representative or a representative from the Housing and Urban Development Department to speak. Topic: Cutting moving costs.	Representative from local moving company and/or representative from the Housing and Urban Development Department.
have learners list information provided by speaker(s) for inclusion in portfolio.	
2.3.2 provide a hands on experience in working with community members. Learners contact members of the community, and prepare a prospectus to include:	Community members with (small) furnished homes, willing to provide homes as a basis for learners to develop prospectus on moving.
1. Number and ages of family members.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
2. assist families and individuals relocating to break up and reestablish an operative household. (Cont'd)	2.3 prepare a master moving schedule, based on skills implemented by planning to move household goods. (Cont'd)
	2.4 Justify the advantages of planning furniture placement on floor plans of a new dwelling as a time/energy/money-saving device in moving.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.3.2 (Cont'd) 2. An inventory of all items to be moved. (Learners to use suggested contents of a four-room home as a guide, All this--and moving too?! (appendix, pp. A-38-40)).	Appendix A: All this--and moving too?!, pp. A-38-40.
3. Room-by-room appraisal to identify: a. date, "when" to pack particular goods b. special packing problems c. carton sizes and numbers needed d. packing materials needed (Learners to use form provided as a guide, Planning to pack (appendix, p. A-41), changing to meet needs.)	Appendix A: Planning to pack, p. A-41.
4. Schedule of the tasks related to moving, which do not include packing. (Learners to use form as a guide, It's almost moving day (appendix, pp. A-31-32), changing to meet needs.)	Appendix A: It's almost moving day, pp. A-31-32.
5. Schedule of packing, according to days prior to moving date. (Use A schedule for packing (appendix, pp. A-42-43) and Suggestions for learners: A schedule for packing (appendix, p. B-15), changing to meet needs.)	Appendix A: A schedule for packing, pp. A-42-43. Appendix B: Suggestions for learners: A schedule for packing, p. B-15.
6. Master moving schedule. (Learners will modify suggested form provided, Master moving schedule (appendix, p. A-44), as needed.)	Appendix A: Master moving schedule, p. A-44.
have learners put a copy of the prospectus and all forms in their portfolios.	
2.4.1 dividing the learners into small groups. provide the following materials for each group: --case studies --materials in the Kit: Templates and floor plans (appendix, pp. A-45-50) -instructions -furniture cutouts -sample of graph paper -floor plans	Appendix A: Kit: Templates and floor plans, pp. A-45-50.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
2. assist families and individuals relocating to break up and reestablish an operative household. (Cont'd)	2.4 justify the advantages of planning furniture placement on floor plans of a new dwelling as a time/energy/money-saving device in moving. (Cont'd)
	2.5 demonstrate packing household goods to insure undamaged transport.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.4.1 (Cont'd) help learners in their simulated experience as Housing Management Aides working with clients on furniture placement for their new dwelling using Planning furniture placement (appendix, p. B-16), lead a class discussion centering around the advantages of using furniture cutouts placed on a floor plan of a room in a new dwelling. have learners add information and "kits" to their portfolio.	Appendix B: Planning furniture placement, p. B-16.
2.5.1 demonstrate packing breakable items; crushable items; securing attached electric cords on lamp stands and appliances; taping bottle tops securely; packing "unbreakable" items by nesting them in one another; using drawers to pack when moving. demonstrate making carton contents fit snugly by packing with paper. Mark a carton after it is properly filled and securely taped.	Suggested materials readily available for demonstrating packing: -books -glass jars/bottles; some filled with liquid -various-sized cartons -kitchen utensils -pots and pans -kitchen appliances -whole newspaper -masking tape -shredded newspaper
2.5.2 provide learners with appropriate experience in packing by setting up situations in which learners must pack: -a carton of breakables -a drawer of nonbreakables -a carton of crushables -a carton for last-minute cleaning supplies -a carton with foods for a quick meal for the family. Use Psychomotor evaluation (appendix, p. B-17) to facilitate this experience.	Materials and supplies needed: -unprinted newspaper -masking tape -marking pen -cartons -drawers -food for a quick meal -cleaning supplies Appendix B: Psychomotor evaluation, p. B-17.
2.5.3 provide an FHA/HERO activity: club members contact Social Welfare Agency for name/address of an elderly person. The club members will make plans to move the individual after obtaining plan approval from Social Welfare Worker and the aged individual, the club members will move the belongings of the individual. (Planning and serving moving day meals to the individual should be part of the project.)	Local welfare agency. BOOKS 19. Focus on foods, pp. 72-73, 271-276.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
3. provide personal advice and assistance in aiding newly relocated individuals and families, including, but not limited to, low-income and minority groups, obtain adequate and needed public and private services.	3.1 develop a form describing agencies and services which include information to make agency use clear and agency choice possible for individuals and families.
	3.2 relate knowledge of human behavior to real-life experience which may be encountered by individuals and families when seeking public/private services.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.1 Introduce the simulation experience, Coffee Bureaucracy, using Coffee bureaucracy, Instructions for teacher (appendix, pp. B-18-20), Coffee bureaucracy, flow chart (appendix, p. B-21) and Instruction sheets: coffee bureaucracy (appendix, pp. A-51-55). Select role players for "agents"; explain briefly to learners that they are to follow directions provided by the "agents." Timing is a factor for other learners. Time each learner when starting each off to Bureau 1, where they are to ask for coffee/doughnuts (or convenient/appropriate beverage and snack, predetermined by teacher).	Appendix B: Coffee bureaucracy, Instructions for teacher, pp. B-18-20. Appendix B: Coffee bureaucracy, flow chart, p. B-21. Appendix A: Instruction sheets: coffee bureaucracy, pp. A-51-55.
time each learner at finish; "agent" at Bureau 1 serves refreshments according to rules of the game.	
pass out handouts, Evaluation of coffee bureaucracy (appendix, pp. B-22-23); learners complete, save for portfolios.	Appendix B: Evaluation of coffee bureaucracy, pp. B-22-23.
3.1.2 as a result of the game, ask learners to work in small groups and to develop an outline which will provide all essential information to avoid frustration in the game.	
develop, with information from learner groups, a master form to be used when providing information concerning assistance from public/private agencies using Suggestions regarding form (appendix, p. B-24) and Example of form: Employment agency (appendix, p. A-56).	Appendix B: Suggestions regarding form, p. B-24. Appendix A: Example of form: Employment Agency, p. A-56.
assign learners to assemble information using the master form for various public/private agencies.	
direct learners to include this information on separate sheets for inclusion in learner portfolios for the Housing Management Aide.	
3.2.1 ask the question, "What is behavior?" Elicit definitions/comments from learners; then, using the overhead projector, show the first paragraph of Behavior: The	Appendix B: Behavior: The mirror of self, pp. B-25-27.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
3. provide personal advice and assistance in aiding newly relocated individuals and families, including, but not limited to, low-income and minority groups, obtain adequate and needed public and private services. (Cont'd)	3.2 related knowledge of human behavior to real-life experience which may be encountered by individuals and families when seeking public/private services. (Cont'd)

SUGGESTED STRATEGIES

The teacher will:

3.2.1 (Cont'd)
mirror of self (appendix, pp. B-25-27); cover remainder of sheet. Ask learners if they agree with the paragraph.

show second paragraph, Learning behavior patterns. Open discussion asking learners to refer to the evaluations made at the end of the simulation game--would they now change their evaluations of the "agents"? Why? Why not?

again, using the projector, show the sections entitled, "Feelings as Related to Behavior," and "Behavior Influencing Our Viewpoints of Others" from Behavior: The mirror of self (appendix, pp. B-25-27). Ask learners to relate these concepts to their own individual feelings and behaviors.

provide learners with handout, Three points of view (appendix, pp. A-27-58); ask learners to state in their own words how each thinks the three individuals looked at human individuals.

ask various learners to read their interpretations of the individual, as expressed in View 1. After showing the section, human beings are basically good, the teacher may wish to center learner discussion around the optimistic or rose-colored point of view

go through a similar process with View 3, then show View 4.

use overhead projector to show the next section; the question at the end serves as a possible discussion point for learners.

after viewing the next section, "rapport," "acceptance" and "prejudice," learners may be asked to furnish examples of these behavioral patterns, drawing upon the knowledge of people they have known.

after showing the section concerning prejudice, the teacher may wish to have learners provide examples of sensitivity,

REFERENCES AND RESOURCES

Appendix B: Behavior: The mirror of self, pp. B-25-27.

Appendix A: Three points of view, pp. A-27-58.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
3. provide personal advice and assistance in aiding newly relocated individuals and families, including, but not limited to, low-income and minority groups, obtain adequate and needed public and private services. (Cont'd)	3.2 related knowledge of human behavior to real-life experience which may be encountered by individuals and families when seeking public/private services. (Cont'd)
	3.3 relate knowledge of human behavior to effective and efficient telephone usage in building positive public relations.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.2.1 (Cont'd) rapport and acceptance as they relate possitively to the job of Housing Management Aide; and to suggest how prejudice could be dangerous to holding a job in the Housing Management field.	
provide and discuss Checklist for observation (appendix, pp. A-59-60).	Appendix A: Checklist for observation, pp. A-59-60.
assign learners to specific community areas for observations and reporting. Examples: observe people who are waiting to receive information about welfare; visit a courtroom; watch a crowd in a bus station. Learners are to observe feelings, and to listen to what people are saying. Learners are to share observations and techniques used to obtain information.	Field trip to areas in the community.
(Note: learners should not be observed taking notes in public. Remember what is seen and heard, and go to a quiet corner to jot down just enough to refresh your memory.)	
have learners share their field trip experiences with class.	
3.3.1 Invite a telephone company employee to address learners concerning appropriate telephone behavior.	Speaker: Local telephone employee: "Using the Telephone Effectively and Efficiently to Build Positive Public Relations."
help learners develop a pertinent list of questions suitable to help the Housing Management Aide become proficient in answering the telephone on the job.	
ask learners to take notes.	
assist learners in developing effective telephone usage as an aid in building positive public relations. Have a learner write a list of "appropriate" telephone usage on the chalkboard; when completed, the list should include: -a pleasant telephone voice.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
3. provide personal advice and assistance in aiding newly relocated individuals and families, including, but not limited to, low-income and minority groups, obtain adequate and needed public and private services. (Cont'd)	3.3 relate knowledge of human behavior to effective and efficient telephone usage in building positive public relations. (Cont'd)
	3.4 demonstrate the ability to use a knowledge of human behavior in developing a form to keep accurate, timely, and complete records of personal contacts with individuals and families as a Housing Management Aide.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES

The teacher will:

3.3.1 (Cont'd)

- a prompt and courteous handling of telephone calls creates a helping environment for the Housing Management Department.
- always answer the phone promptly.
- use "please" and "thank you" liberally in your conversation.
- always identify yourself when answering the telephone.

provide, through simulated or real experiences, opportunities for learners to do self/other appraisals through taping/videotaping.

3.3.2 help learners develop a form to identify incoming calls; the form should include:

- name of person who called.
- phone number to call back, if necessary.
- purpose of call.
- message Aide has given.
- date, time of phone call.
- information whether a return call is necessary.

ask learners to place form in portfolios.

3.4.1 introduce the need to keep a complete and up-to-date account of personal contacts made by Housing Management Aide by asking, "What was the most important date you have forgotten? What happened as a result of your forgetting?"

3.4.2 assist learners in developing a brief form which will give all pertinent information and which will serve as a reference in case discussion/detailed report is required later. Information included on such a form:

- date of individual/family contact.
- name/phone number, address of the contact.
- problem.
- goal to be achieved.
- facts surrounding the problem.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
3. provide personal advice and assistance in aiding newly relocated individuals and families, including, but not limited to, low-income and minority groups, obtain adequate and needed public and private services. (Cont'd)	3.4 demonstrate the ability to use a knowledge of human behavior in developing a form to keep accurate, timely, and complete records of personal contacts with individuals and families as a Housing Management Aide. (Cont'd)
	3.5 develop a file of information and lists concerning the availability and use of public and private assistance for individuals and families.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: 3.4.2 (Cont'd) -how the Aide handled the problem/referral made -the Aide's assessment of the individual/family and the situation	
after developing the form, provide learners with Case study: Recording my work (appendix, p. A-61) to complete the form for the daily record.	Appendix A: Case study: Recording my work, p. A-61.
3.5.1 review forms developed: referral-to-agency form, telephone message form, record keeping form. have learners place forms in personal portfolios.	
3.5.2 provide readings in pamphlet form provided by the local city/county and/or state public assistance programs using Suggestions to teacher (appendix, p. B-28).	(Because these vary from state to state, it is suggested that the teacher obtain a set of pamphlets through contacting the local Welfare or Social Security Department; and/or, obtain government pamphlets describing public assistance at the public library.) Appendix B: Suggestions to teacher, p. B-28.
after reading and discussion, provide learners with telephone directories, Chamber of Commerce booklet and a guide to community services (generally available in cities of 100,000 or over).	Local telephone directories; Chamber of Commerce book or pamphlet; guide to community services.
using a Chamber of Commerce map of the area, and using colored map pins, have learners identify all public assistance agencies in the area.	Chamber of Commerce map, showing housing development(s) zoning, county departments, etc.
(If possible, divide learners into small groups to visit these agencies, bring back pamphlets and share information with other learners.)	Field trip: A visit to public assistance agencies.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
3. provide personal advice and assistance in aiding newly relocated individuals and families, including, but not limited to, low-income and minority groups, obtain adequate and needed public and private services. (Cont'd)	3.5 develop a file of information and lists concerning the availability and use of public and private assistance for individuals and families. (Cont'd)
	3.6 develop resource forms (Referral forms) to use in providing personal advice and assistance to newly relocated individuals and families.
4. apply principles of home management and work simplification techniques to implement skills essential for general home maintenance.	4.1 apply principles of problem solving/decision making.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.5.3 invite a panel of business people whose information will contribute to information needed by learners in providing assistance to newly relocated individuals and families; learners to take notes, place in portfolio, or plan small-group learner interviews with these people at their place of business.	Panel: banker, insurance company representative, at least two employees of chain food stores, department store representatives, etc.
3.6.1 have learners develop a list of public and private services available to individuals and families; each learner is to be assigned (or to choose) one public and one private source of public assistance. Each learner is to develop a referral sheet which can be used by all learners to supply knowledge of the public or private institution's use in supplying assistance to individuals and families who need it using Example of form: Employment agency (appendix, p. A-56); direct learners to add this information to portfolios.	Appendix A: Example of form: Employment agency, p. A-56.
4.1.1 provide and go over sheets showing elements contained in problem-solving and decision-making using Teacher instruction sheet: Decision making and problem solving (appendix, p. B-29).	Appendix B: Teacher instruction sheet: Decision making and problem solving, p. B-29. BOOKS 5 Home management, contexts and concepts, p. 108.
provide other or use the suggested problems on sheets: Three familiar problems (appendix, pp. A-62-64). Have learners study the problem, reword the problem, state alternative solutions and choose one of the alternatives as best solution.	Appendix A: Three familiar problems, pp. A-62-64.
ask learners to form small work groups; groups read and discuss each other's problem statement, etc. Each group presents a problem, alternatives, and suggested solution.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. apply principles of home management and work simplification techniques to implement skills essential for general home maintenance. (Cont'd)	4.1 apply principles of problem solving/decision making. (Cont'd)
	4.2 learn and apply principles of task analysis.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.1.3 have learners identify problems in home maintenance from individuals/families in the community, as well as from public/private institutions and agencies providing multi-dwellings. List on chalkboard. Using handout Topical outline: Solving problems (appendix, p. A-65), ask learners to choose a problem, fill in outline.	Appendix A: Topical outline: Solving problems, p. A-65.
4.2.1 demonstrate a simple home task, such as making coffee using an electric percolator, or similar task using Demonstrating a simple home task (appendix, p. B-30).	Small kitchen appliance instruction-for-use booklet; materials, equipment, supplies (include small tray to carry to appropriate area in kitchen). Appendix B: Demonstrating a simple home task, p. B-30.
4.2.2 provide each learner with not less than 20 small slips of paper, approximately 2" x 3"; divide learners into groups of 4 or 5. Provide each groups with an appliance direction booklet. read the following instructions to learners: "You will be given 10 minutes to read the appliance instruction booklet. Be sure each of you knows the proper use of the appliance as explained in the instruction booklet. "At a signal, each group member will 'brainstorm' individually, writing down everything necessary to perform a task with the appliance. These need not be in logical order. 10 minutes will be provided for this experience." At another signal, learners will (individually) order their slips in a logical sequence; when all have finished, each will share their task sequence. As a group, each will share and make a master list of sequential task activities suitable for the use of the appliance.	Materials, supplies: Various instruction booklets on care, use, and maintenance of appliances. Suggested: electric skillet pressure cooker vacuum cleaner washer dryer dishwasher garbage disposal toaster Slips of paper, approx. 2" x 3", enough for approx. 20 for each learner.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. apply principles of home management and work simplification techniques to implement skills essential for general home maintenance. (Cont'd)	4.2 learn and apply principles of task analysis. (Cont'd)

The teacher will:

4.2.2 (Cont'd)
have each group share this task analysis.

(Note to teacher: be sure that each group's final task analysis includes directions for use included in the booklet of instructions for the appliance provided for that group.)

explain or demonstrate that the learners have performed a simple task analysis: A logical and sequential procedure for performing a task with a minimum of time and energy.

ask learners to choose one of the task analyses for duplication and inclusion in each learner's Housing Management Aide portfolio.

ask such questions as: "Why do you think we included reading and following appliance booklet directions?" in order to emphasize the fact that this procedure prevents misusage and, therefore, saves money, frustration, and time. "How does the phrase, 'Take Time to Save Time' apply to this experience?" The answer should help reinforce the need to read directions and practice a task in order to develop new habits and break old ones.

4.2.3 lead discussion: The difficulty in breaking old habits, establishing new ones. Use Suggestions to the teacher: Habits (appendix, p. B-31) and Instructions to the teacher: Extended experiences (appendix, p. B-32) in discussion.

Appendix B: Suggestions to the teacher: Habits, p. B-31.

Appendix B: Instructions to the teacher: Extended experiences, p. B-32.

4.2.4 set up a schedule for small groups of learners to visit a public or private home for the aged. The learners are to determine and observe the daily tasks for which each aged individual is responsible.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. apply principles of home management and work simplification techniques to implement skills essential for general home maintenance. (Cont'd)	4.2 learn and apply principles of task analysis. (Cont'd)
	4.3 plan a workable schedule for individuals/ family members for general home maintenance.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.2.5 have learners develop a task analysis for one of the tasks observed. Each learner is to list the time/energy-saving steps which should prove helpful in working with aged clients as Housing Management Aides.	
4.3.1 lead a discussion on the problems individuals/families have in keeping the home neat, orderly and attractive. (Suggestion: just as task analysis provides a plan to save time, energy, and money, a plan for the routine tasks to make a dwelling "nice to come home to" is most helpful.)	
list the four rooms on the chalkboard - kitchen, bathroom, living room, bedroom, and have learners suggest the task necessary to keep the house in order. Suggestion: Use daily, weekly, occasionally subheadings for each room. Make a master copy and duplicate for learners.	
4.3.2 have learners read information on scheduling of housekeeping tasks using Information on setting up a workable schedule (appendix, pp. A-66-69).	Appendix A: Information on setting up a workable schedule, pp. A-66-69.
assign reading according to learner's reading abilities.	BOOKS 13 Work in the home
use the master copy of daily, weekly, occasionally tasks, in order that the learners may identify tasks according to ages of individuals using Many hands equal light work or whose job (appendix, pp. A-70-76.	Appendix A: Many hands equal light work or whose job, pp. A-70-76.
have learners list the factors influencing individual/family scheduling of household work, some of which are: -working (mother/father/teenager/individual) -young children within the home (ages, abilities)	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
4. apply principles of home management and work simplification techniques to implement skills essential for general home maintenance. (Cont'd)	4.3 plan a workable schedule for individuals/family members for general home maintenance. (Cont'd)
5. demonstrate skills in simple household maintenance and repair.	5.1 identify and develop steps in providing demonstrations for simple home repairs.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.3.2 (Cont'd) -older people (their need to be active, their ability to perform certain kinds of tasks) -sick person in the family (extra tasks, fewer hands to do them) -influence of local conditions (general maintenance rules, such as times when laundry room with washer/dryer is available, etc.)	
4.3.3 ask learner to share individual/family plans for general home maintenance, adding circumstances which alter home maintenance plans. using The best way to move, the Clarence Brown family (appendix, p. A-30) and What if (appendix, p. A-82).	Appendix A: The best way to move, the clarence brown family, p. A-30. Appendix A: What if, p. A-82.
ask learners to devise a workable home maintenance schedule using Setting up a workable schedule (appendix, pp. A-78-81) for:	Appendix A: Setting up a workable schedule, pp. A-78-81.
-the Clarence Brown family -for an individual, aged between 22-24 years -for the older American, aged over 60 years	
5.1.1 demonstrate a simple household task; suggested: how to locate and shut off exterior valves for gas, water mains; master switch for electricity; locate and demonstrate how to shut off all valves for interior usage of gas, water, electricity; include changing a fuse in the fuse box or reestablishing the circuit-breaker contact switch.	
provide demonstration handout sheets for learners to use during the demonstration using Giving a demonstration: The four p's for perfection (appendix, pp. A-82-83) and Learner's demonstration/observation check-list (appendix, pp. A-84-85); point out the 4 p's for perfect demonstrations:	Appendix A: Giving a demonstration: The four p's for perfection, pp. A-82-83. Appendix A: Learner's demonstration/observation checklist, pp. A-84-85.
-preparation: study task thoroughly (learn about subject) -planning: careful planning is essential to provide logical sequence in giving a demonstration	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
5. demonstrate skills in simple household maintenance and repair. (Cont'd)	5.1 identify and develop steps in providing demonstrations for simple home repairs. (Cont'd)
	5.2 identify, explain, and demonstrate simple household repairs.
	5.3 demonstrate use and care of large household equipment/appliances; explain warranty.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.1.1 (Cont'd) -practice: a smooth performance depends upon much practice -presentation: emphasize the essential points; add "nice to know" information to fill in	
ask learners to fill in the remainder of handout sheets at home; return sheets for future use.	
5.2.1 use the chalkboard and ask learners to list minor breakage encountered in the household, frequently neglected, which results in decreased efficiency, safety, and comfort and possible increase in cost, using Repair and save (appendix, p. B-33).	Appendix B: Repair and save, p. B-33.
5.2.2 provide 4 x 6 cards and demonstration sheets, Outline for demonstration (appendix, p. A-86). Assign learners to plan and give one simple home repair demonstration.	Appendix A: Outline for demonstration, p. A-86.
provide materials for appropriate practice using Teacher suggestion sheet, minor home repair practice materials (appendix, p. B-34). After learners practice, assign demonstration.	Appendix B: Teacher suggestion sheet, minor home repair practice materials, p. B-34.
5.2.3 observe and evaluate learner demonstrations using Suggested evaluation form: Demonstration (appendix, p. A-87).	Appendix A: Suggested evaluation form: Demonstration, p. A-87.
5.2.4 provide learners with on-the-job demonstration experiences: Suggested: contact local Welfare Agency, for names and addresses of families willing to receive learners to demonstrate simple home repairs.	
5.3.1 invite representatives from gas and electric companies and equipment dealers to demonstrate care and use of equipment which is generally considered part of the home, such as: -washer and dryer -range	Representatives from utility and appliance companies.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
5. demonstrate skills in simple household maintenance and repair. (Cont'd)	5.3 demonstrate use and care of large household equipment/appliances; explain warranty. (Cont'd)
	5.4 identify and demonstrate care/use of large/small appliances to meet needs of individuals/families living in multiple dwellings.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.3.1 (Cont'd) -refrigerator -garbage disposal -heating/cooling systems. or take learners on field trip to utility companies for demonstrations on care and use.	Warranty booklets.
5.4.1 distribute care, use and warranty booklets on equipment demonstrated to learners.	
provide demonstration cards and sheets to learners to complete. Learners will plan and present demonstrations on care and use of large equipment.	4" x 6" cards, plan sheets.
observe and evaluate learner demonstrations.	
5.4.2 distribute and review checklist to be used to survey family appliance needs, wants, and usage, Learner survey sheet: Appliance inventory (appendix, p. A-88). Send learners to local shopping areas used by families living in multi-dwellings or HUD developments. Each learner is to ask two men and two women to provide information about appliance needs and wants. Learners fill out checklists.	Appendix A: Learner survey sheet: Appliance inventory, p. A-88.
5.4.3 have the learners use the survey sheets as a basis of information, analyzing and listing small and large appliances for which care, use, and/or interpretation of instruction booklet is needed by most multiple dwelling/HUD housing development families. Have learners add information to portfolios.	
5.4.4 have learners plan and demonstrate use and care of one small appliance each; warranty information is to be included and demonstration plans include the use of the learner handout Know your appliance: Care, use, warranty (appendix, p. A-89).	Appendix A: Know your appliance: Care, use, warranty, p. A-89.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
5. demonstrate skills in simple household maintenance and repair. (Cont'd)	5.5 demonstrate care/use of cleaning products used for general household upkeep.
	5.6 compare costs/results of commercial products vs. common household supplies when used in household cleaning.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.5.1 lead class discussion concerning interior manual household cleaning equipment and supplies. List on chalkboard. Ask learners to identify those which are essential and those which may not be needed.	
show learners an assortment of cleaning aids and supplies; read directions on labels of several cleaning products. Point out information given: -where to use product -how to use it -precautions, if any	Cleaning aids and supplies, with labels.
compare costs and usefulness of cleaning products, tools, and equipment.	
5.5.2 distribute information sheet, Information on housekeeping tools: Cleaning products (appendix, p. A-90).	Appendix A: Information on housekeeping tools: Cleaning products, p. A-90.
plan and arrange a field trip to any large market; assign learners to use information sheets in developing a standard supply of cleaning products; have learners present lists and justify choices.	
provide handout, Specialty products (appendix, pp. A-91-93).	Appendix A: Specialty products, pp. A-91-93.
5.6.1 provide learners with copies of the news report for reading, How to cut your household cleaning costs (appendix, p. A-94). Lead a discussion on a comparison of commercial products vs. home products in relation to cleaning efficiency and cleaning costs.	Appendix A: How to cut your household cleaning costs, p. A-94.
5.6.2 prepare an exhibit of products listed in newspaper article, How to cut your household cleaning costs (appendix, p. A-94).	Appendix A: How to cut your household cleaning costs, p. A-94. -baking soda -aluminum foil -old newspapers -cream of tartar -salt -vinegar -ammonia

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
5. demonstrate skills in simple household maintenance and repair. (Cont'd)	5.7 demonstrate the effect of "wetting," "emulsifying," "dispersing," and "sequestering" in cleaning.
	5.8 demonstrate skills in caring for cleaning tools.
	5.9 plan a minimum list of cleaning tools and products for household upkeep with accompanyin steps in planning and giving demonstrations.
	5.10 demonstrate methods of household cleaning.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.7.1 distribute handout sheets Definitions (appendix, p. A-96) and How a cleaning product works (appendix, p. A-97) defining the words. Ask learners to sign up for experiments to be performed in small groups.	Appendix A: Definitions, p. A-96. Appendix A: How a cleaning product works, p. A-97.
5.7.2 provide trays of materials for each experiment; pass out experiment instruction sheets to each group together with the drawings provided using Experiment sheets and drawings, I, II, III, IV (appendix, pp. A-98-105). Learners will plan and present the experiments. (It will be helpful to the learners if each, after demonstrations, is provided with a full set of the experiments on how to use a detergent "on the job." These may be included in the portfolio materials.)	Appendix A: Experiment sheets and drawings, I, II, III, IV, pp. A-98-105.
5.7.3 evaluate learners' group demonstrations using Teacher rating scale for learners' demonstrations (appendix, p. B-35).	Appendix B: Teacher rating scale for learners' demonstrations, p. B-35.
5.8.1 provide learners with information sheets on care of housekeeping tools using Information on housekeeping tools (appendix, pp. A-106-108).	Appendix A: Information on housekeeping tools, pp. A-106-108.
assist learners in planning demonstrations on care of cleaning tools. It is expected that learners will continue to use demonstration plan sheets and demonstration cards, using the 4 p's for demonstrating.	
5.9.1 ask learners, based on learning experiences, to plan a minimum list of cleaning tools and products for household upkeep.	
5.10.1 distribute information sheets, Information for keeping your home in good order (appendix, pp. A-109-123), and Tips to save time and energy (appendix, p. A-124).	Appendix A: Information for keeping your home in good order, pp. A-109-123. Appendix A: Tips to save time and energy, p. A-124.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
5. demonstrate skills in simple household maintenance and repair. (Cont'd)	5.10 demonstrate methods of household cleaning. (Cont'd)
6. relate various income levels to financial plans (budgeting to meet individual and family needs).	6.1 analyze the difference between attitudes, values and goals.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.10.2 explain that, working in pairs, learners are to provide demonstrations of cleaning using the foods laboratory. Use Teacher rating scale for learners' demonstrations (appendix, p. B-35) to facilitate demonstrations. Cleaning demonstrations include: -washing dishes -cleaning a range -cleaning an oven -cleaning woodwork/walls -cleaning and waxing a part of the laboratory floor home--to be used to demonstrate competency in cleaning: -refrigerator -light fixtures/bulbs -dusting/waxing furniture -washing a window inside/outside	Appendix B: Teacher rating scale for learners' demonstrations, p. B-35.
5.10.3 provide extra credit, if desired, for those learners demonstrating cleaning skills for people living in a public facility.	
6.1.1 distribute handout sheets for learners to check and retain without discussion at this time. Use Learners' questionnaire (appendix, p. A-125).	Appendix A: Learners' questionnaire, p. A-125.
distribute the handout, Learners' self-instructional sheets (appendix, pp. A-126-130), and have learners read and answer it.	Appendix A: Learners' self-instructional sheets, pp. A-126-130.
review reactionnaire sheets with learners using Teacher strategy sheet: Values (appendix, p. B-36) to bring out: -people have different attitudes/values -attitudes/values are evolved through interaction with people/the environment -the difference between attitudes/values -the need to understand that behavior is directly related to attitudes/values, and that this is particularly noticeable in relation to attitudes/values related to money and spending.	Appendix B: Teacher strategy sheet: Values, p. B-36.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6. relate various income levels to financial plans (budgeting to meet individual and family needs). (Cont'd)	6.2 identify ways in which values and goals affect spending.
	6.3 identify human needs, define "wants," as they affect spending.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.2.1 facilitate a discussion on the difference between values and goals, and how they may affect spending patterns.	
assist learners in identifying their checked reactionnaire sheet as reflecting attitudes. Each learner lists own values.	
list learners' goals on the chalkboard using Teacher strategy sheet: Value relations (appendix, p. B-37).	Appendix B: Teacher strategy sheet: Value relations, p. B-37.
6.2.2 provide a reading assignment for learners.	BOOKS 8 The American consumer, issues, and decisions, pp. 19-32. 10 Personal perspectives: a guide to decision making, pp. 45-50.
review and discuss values/goals and the effect of values on spending using Teacher strategy sheet: Values provide-- (appendix, p. B-38).	Appendix B: Teacher strategy sheet: Values provide--, p. B-38.
6.3.1 have learners work in small groups. using Teacher strategy sheet, a collage (appendix, p. B-39).	Appendix B: Teacher strategy sheet, a collage, p. B-39.
6.3.2 provide each learner with a bogus ten and twenty dollar bill. Learners are to list ten items they could buy with this amount of money; then, learners are to rank items in order of importance and share their first three priorities with class. Learners are to justify their first choice; they are also to identify whether the first choice was based on a value, a need, or a want.	
6.3.3 provide learners with copies of The family life cycle (appendix, p. A-131); ask learners to darken in that portion of the cycle in which each finds himself/herself.	Appendix A: The family life cycle, p. A-131.
arbitrarily assign an older or younger "family member" (3 year-old son; infant sister; father's oldest brother; middle-aged aunt; grandfather; etc.)	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6. relate various income levels to financial plans (budgeting to meet individual and family needs). (Cont'd)	6.3 identify human needs, define "wants," as they affect spending. (Cont'd)
	6.4 identify all resources available to individuals and families.
	6.5 provide guidelines to serve as a structure on which to develop family expenditure plans.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: 6.3.3 (Cont'd) assist learners in stating the first priority they would assume would be chosen by the hypothetical family member. Help learners generalize: -values, needs, and wants are all affected by the stage of the family life cycle.	
6.4.1 have learners complete opionnaire, A self-test opinionnaire on personal spending habits. (appendix, pp. A-132-136).	Appendix A: A self-test opinionnaire naire on personal spending habits, pp. A-132-136.
assign reading.	PAMPHLETS 32 Your shopping dollar.
lead class discussion in identifying resources available in meeting wants and needs of individuals and families. Suggested points to bring out: -physical resources: income possessions ability to get credit savings community facilities -human resources: time energy abilities interests	BOOKS 5 Home management: context and concepts, pp. 241-292.
6.5.1 provide learners with income percentage for various budget items (three levels of living; using the case study on the same handout, Urban budgets updated to 1972 (appendix, p. A-133), ask learners to work in pairs, developing a "usable and satisfactory budget" for Bill and Susie.)	Appendix A: Urban budgets updated to 1972, p. A-133.
6.5.2 assign reading.	PAMPHLETS 31 Reaching your financial goals.
use learners' assignment on budgeting (6.5.1 above) and ask learners to identify fixed and variable expenses. Use Teacher strategy sheets: Additional information (appendix, p. B-40) to facilitate discussion.	Appendix B: Teacher strategy sheets: Additional information, p. B-40.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6. relate various income levels to financial plans (budgeting to meet individual and family needs). (Cont'd)	6.5 provide guidelines to serve as a structure on which to develop family expenditure plans. (Cont'd)
	6.6 list the advantages and disadvantages of using credit to "expand" income.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.5.4 initiate lecture/discussion concerning methods of cutting fixed costs in your budget; provide handout, How to cut those fixed costs in your budget (appendix, pp. A-135-143).	Appendix A: How to cut those fixed costs in your budget, pp. A-135-143.
once more assist learners in putting cutting costs ideas to work in Bill and Susie's budget.	
6.5.5 using the case studies from a current magazine on budget troubles, Budget makeovers (appendix, pp. A-144-147), have learners role play the expert, Sylvia Porter.	Appendix A: Budget makeovers, pp. A-144-147.
develop these into role play situations, with dialog for the individual seeking help remaining the same, and with the dialog from Sylvia Porter omitted; after learners have had an opportunity to be an "expert" read Ms. Porter's dialog in the appropriate place. How did the "experts" perform?	
6.6.1 list the kinds of credit available to all learners on the chalkboard using Should you use credit (appendix, p. A-148). It might be helpful to ask learners how they felt about having credit so readily available.	Appendix A: Should you use credit, p. A-148.
provide learners with handout, Are you a good credit risk? (appendix, p. A-149); have learners determine their credit score.	Appendix A: Are you a good credit risk? p. A-149.
assist learners in listing the advantages and disadvantages of using credit, after completing reading assignments.	PAMPHLETS 34 Using credit wisely. BOOKS 7 The consumer's world, pp. 99-126.
provide handout, Easy credit--isn't easy (appendix, pp. A-150-151). Learners will add to list of advantages and disadvantages of credit use after reading.	Appendix A: Easy credit--isn't easy, pp. A-150-151.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6. relate various income levels to financial plans (budgeting to meet individual and family needs). (Cont'd)	6.7 list the limitations imposed by poverty on individuals and families with low incomes, comparing consumer practices with those in higher income levels.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.7.1 schedule a field trip to a nearby low-income area, if possible; drive slowly through, with learners completing the checklist.	Plan visits to: -low income area in the community
take learners to visit a home for the aged.	-home for the aged
provide learners with pamphlets.	PAMPHLET 40 Low-income life styles, pp. 1-9 and 67-84.
6.7.2 ask learners to compare and contrast the general limitations and alienation of feelings of low-income families/individuals at middle and old-age. Review limitations: -available alternatives -feelings of helplessness and insecurity -deprivation feelings of alienation, which are due to: -powerlessness -meaninglessness -anomie -isolation suggested questions: Is low income the basic problem of the aged? Or is it feeling unable to cope with life? divide learners into small groups; each group is to brainstorm for 10 minutes on solutions to the problems of low-income individuals and families. Ask groups to read their lists.	
6.7.3 have learners answer the following questions: -Do low-income families buy necessities first, and luxuries last? -Do low-income shoppers try to get the best quality for the lowest price? -Do low-income families budget their income and plan their purchases? -Do low-income families meet some needs through home production? -Do low-income families take advantage of consumer benefits available to the poor?	PAMPHLETS 40 Low-income life styles, pp. 67-84.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6. relate various income levels to financial plans (budgeting to meet individual and family needs). (Cont'd)	6.7 list the limitations imposed by poverty on individuals and families with low incomes, comparing consumer practices with those in higher income levels. (Cont'd)
7. apply knowledge of health, safety, and first aid to provide "safe" dwellings for individuals and families.	7.1 identify preventive health measures.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.7.4 on the basis of reading assignments and discussions, assist learners to list skills they must acquire in order to be of aid to low-income individuals/families in financial planning.	
6.7.5 set up a visiting schedule with the social welfare worker for learners to visit low-income families; learners are to write a report of the visits, and share these with other members of the class. see that reports reflect previous discussions on limitations and buying practices of the low-income family. ask learners to suggest ways in which knowledge of attitudes concerning low-income individuals/families will aid the Housing Management Aide in helping them become members of a multi-housing community.	Social Welfare Worker, or Director of the Welfare Services (local)
7.1.1 provide a dog, cat, or any small caged animal for learners to observe.	Appendix B: Teacher strategy sheet, p. B-42.
show animal to learners using Teacher strategy sheet (appendix, p. B-42); have them list essential needs to keep the animal alive and healthy. List should include: -air -water -food adapted to animal's needs for growth and health -exercise -cleanliness -safe environment	Many free pamphlets including environmental pollution are available at local county health departments.
7.1.2 elicit the common properties for good health we share with animals: -air -water -food adapted to growth and maintenance needs of human beings.	FILMS 48 Food, the color of life.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
7. apply knowledge of health, safety, and first aid to provide "safe" dwellings for individuals and families. (Cont'd)	7.1 identify preventive health measures. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.1.2 (Cont'd) -exercise -cleanliness a. personal b. clothing/food c. environmental	Visiting speaker: Public Health Nurse. Topic: Need for Exercise (for individuals of all ages)
ask local water department employee (or county/state health department member) to speak to learners concerning potability of local drinking water, and how it is maintained.	Local water department or county/state health department employee.
7.1.3 ask learners to discuss what, in addition to air and water pollution, can contaminate the cleanliness of personal environment.	
list the following on the chalkboard under the heading, PESTS:	
-flies -cockroaches -mosquitoes -rats -lice -ants -silverfish -centipedes -mice -spikers	
ask a speaker from the health department to discuss the hazards of pests and harmful insecticide usage.	Speaker: County Department of Health. Topic: Insecticide/Pest Control Practices.
have learners make lists of insecticides and pest control measures, with emphasis on safety to individuals/families. Add these to Housing Management Aide portfolio with the title of Insecticide Usage/Pest Control.	
plan a visit to a multi-dwelling; learners are to list the measures provided for a safe environment, including pest controls.	Visit to multi-dwelling unit.
7.1.4 remind learners that the safe environment required by animals is essential to humans, as well. While animals may not be able to control environment, individuals and families, working singly and together, can provide the safe environment so essential to the health and safety of all.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
7. apply knowledge of health, safety, and first aid to provide "safe" dwellings for individuals and families. (Cont'd)	7.1 identify preventive health measures. (Cont'd)
	7.2 survey preventive measures which serve to protect individuals and families in the home.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.1.4 (Cont'd) provide learners with handout, Good health (appendix, pp. A-152-159). After learners read it, ask them to list the ways in which the family controlled the environment.	Appendix A: Good health, pp. A-152-159.
7.2.1 ask learners to identify telephone numbers which must be readily available to provide essential health services.	Local telephone directory.
distribute handout Don't hide me (appendix, pp. A-160-161) and telephone books. Learners are to complete this form as a future reference to use when working with individuals and families to establish safety in each dwelling; add to portfolio with the title Telephone Emergency List.	Appendix A: Don't hide me, pp. A-160-161.
7.2.2 read the following statement to learners: "There are those who believe that safety, like charity, begins at home in the behavior of the family--steadying ladders, storing knives, supervising children. Others believe that safety begins with the home itself, the environment where hazardous products find their uses--good lighting, well-insulated wiring, slipproof bathtubs and rugs, latched cabinets for medicine and household chemicals. A third view is that safety begins in the factory and involves design, construction, hazard analysis, and quality control."	OTHER 44 National Commission on Product Safety, pp. 3.
ask learners to compare these three views as forces contributing to home accidents. Questions to stimulate discussion, which the teacher may choose to use, center around these ideas:	
Are there any measures which can be taken to prevent careless behaviors in the home?	
Is it possible to make a home "hazard free"?	
What can be done about product standards, safety and quality control?	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
7. apply knowledge of health, safety, and first aid to provide "safe" dwellings for individuals and families. (Cont'd)	7.2 survey preventive measures which serve to protect individuals and families in the home. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.2.2 (Cont'd) apply these views to the position of Housing Management Aide. after discussion, generalize with learners: 1. Does educational impact need to be increased and strengthened to change attitudes/behaviors of individuals/families? 2. Provide information essential for a hazard-free home. 3. Consumer education concerning product safety and quality control, include careful scrutiny and legitimate action. further generalize that it is a consumer responsibility to support legislation regulating the manufacture of all products used at home, work, and leisure, directing attention toward the need for consumer/producer cooperation.	
7.2.3 supply learners with handout National commission on product safety report (appendix, pp. A-162-163). direct learners' attention to: a. evidence of lack of consumer education and product safety; b. careful perusal of the statement at the bottom of Table 1, which identifies unreasonable (product) hazards, including reasonable consumer risk. ask learners to identify the reasons why the Housing Management Aide must be familiar with product safety.	Appendix A: National commission on product safety report, pp. A-162-163.
furnish learners with handout Summary: Product hazard control (appendix, p. A-164). Summarize information given at the bottom of Table 1. learners underline those items in Table 1 which require the development of safety usage information. Study those left; suggest measures for hazard control.	Appendix A: Summary: Product hazard control, p. A-164.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
7. apply knowledge of health, safety, and first aid to provide "safe" dwellings for individuals and families. (Cont'd)	7.2 survey preventive measures which serve to protect individuals and families in the home. (Cont'd)
	7.3 apply preventive measures to the home environment.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.2.3 (Cont'd) ask learners to develop the Housing Management Aide's educational program to insure safety and hazard-free usage of items underlined in handout. Learners to share; add to portfolio with the title, Educational Program for Client Safety.	
assign reading, Home accidents (appendix, p. A-165), Leisure-time accidents (appendix, p. A-166), and Preventive measures (appendix, p. A-167).	Appendix A: Home accidents, p. A-165. Appendix A: Leisure-time accidents, p. A-166. Appendix A: Preventive measures, p. A-167.
7.2.4 suggest that with the information provided using Tomorrow's world (appendix, p. B-43), learners now have an opportunity to develop the environment of the individual/family for the year 2026.	Appendix B: Tomorrow's world, p. B-43.
7.3.1 hold up a small, empty plastic container (such as a pin box with labels removed), asking that learners list what is inside.	
provide experimental materials.	Petri dishes: gel growth media, labels, marking pen
-ask learner to press one finger on gel media; then, run a cotton swab over face area where cheek meets nose and press that swab on the gel; finally, to insert another cotton swab into mouth, inside base of teeth and press that swab on gel media. Teacher labels and stores dishes at room temperature for 24 hours for later experimentation by the learners.	Local county health departments are sources for petri dishes and gel growth media.
with other gel-filled petri dishes, assign learners to gather samples from the clean kitchen using Micro organism growth in a clean environment (appendix, p. B-44) to facilitate experiment.	Appendix B: Micro organism growth in a clean environment, p. B-44.
7.3.2 develop and demonstrate unsafe kitchen practices using The unsafe teacher (appendix, p. B-45) to facilitate demonstration.	Appendix B: The unsafe teacher, p. B-45.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
7. apply knowledge of health, safety, and first aid to provide "safe" dwellings for individuals and families. (Cont'd)	7.3 apply preventive measures to the home environment. (Cont'd)
	7.4 provide measures for preventing and coping with fire hazards in the home.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.3.3 have learners work in teams, demonstrating similar hazards for the bathroom, bedroom, living room and garage, stairways, and halls.	PERIODICAL 23 Safety in the home, pp. 214-215.
have learners develop a home hazards checklist using Hazards in the home (appendix, p. B-46) to facilitate their development; ask the learners to add it to their portfolio with the title, Home Hazards Checklist.	Appendix B: Hazards in the home, p. B-46.
7.3.4 provide learners with emergency medical care information handouts.	The following materials are available from the Metropolitan Life Insurance Company free of charge; similar ones are also available from the local County Health Department.
assist learners in developing an extensive and comprehensive room-by-room medical checklist to use in dwellings. Add to portfolio for the Housing Management Aide.	-Prevent Poisoning -Caution-Know Your Cleaners -Poisonous Plants -Safety--Your Child's Heritage
7.4.1 ask learners what home hazard probably costs most in terms of human and financial destructiveness.	
assign reading, Fire hazard prevention (appendix, pp. A-168-171).	Appendix A: Fire hazard prevention, pp. A-168-171.
7.4.2 send for and utilize resources available.	OTHER 45 National fire protection association. PAMPHLET 39 Highlights of the national household fire survey.
7.4.3 assist learners in perfecting the home safety checklist using Sample: Home fire inspection blank (appendix, pp. A-172-173.	Appendix A: Sample: Home fire inspection blank, pp. A-172-173.
have learners include home safety checklist and include fire inspection blank in portfolio with the title, Fire Hazard Checklist. The sample provided, while suitable for children, is to be expanded by learners.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
7. apply knowledge of health, safety, and first aid to provide a "safe" dwelling for individuals and families. (Cont'd)	7.4 provide measures for preventing and coping with fire hazards in the home. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.4.4 provide opportunities for learners to visit site of a multi-dwelling or provide use of a dwelling. Learners are to check the multi-dwelling for safety hazards, using all forms on safety from their portfolios: 1. Insecticide Usage/Pest Control 2. Telephone Emergency List 3. Educational Programs for Client Safety 4. Home Hazard Checklist 5. Fire Hazard Checklist	A multi-dwelling unit or a private home.

This module was developed
to be used in conjuction
with the module, Securing
Employment in Home Economics
Occupations.

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RECORD

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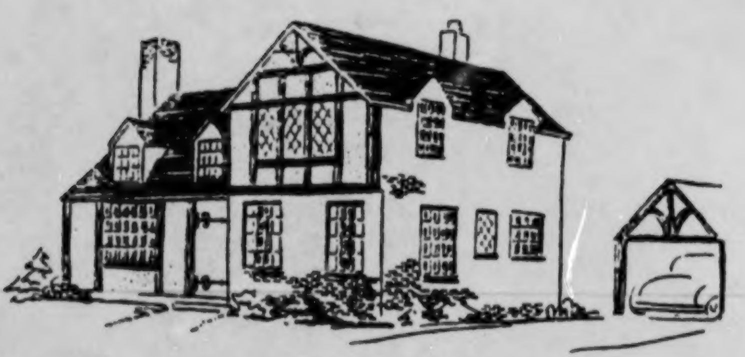
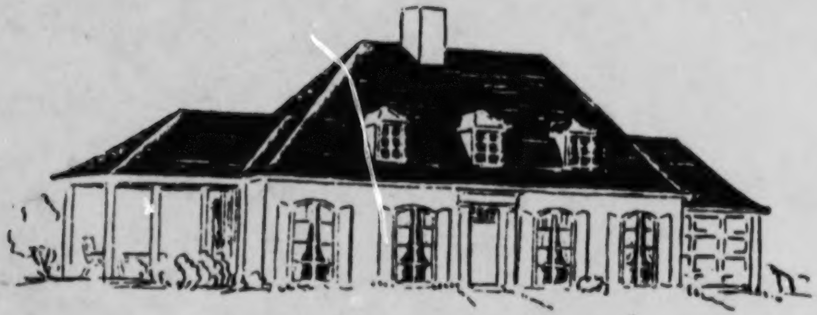
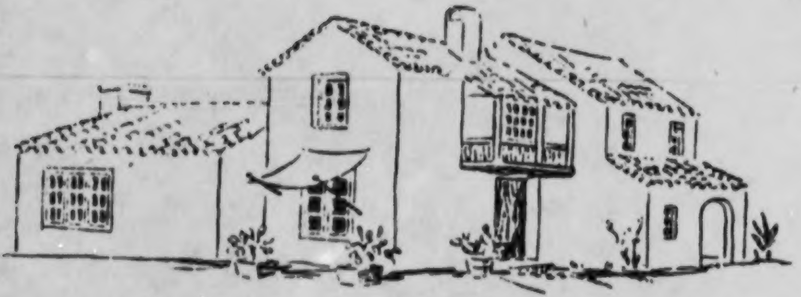
Appendix A
Strategy 1.1.5

AMERICAN HOMES







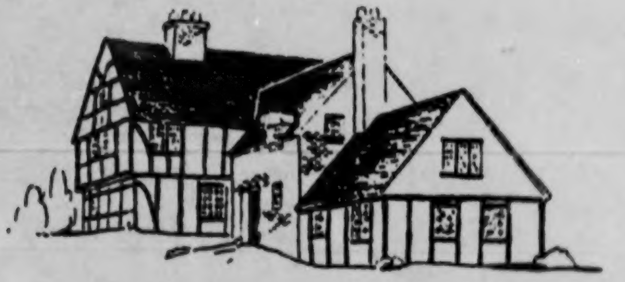
English, French, and Spanish houses were copied during the 1920's.

House Design, Burgess Publishing Company.

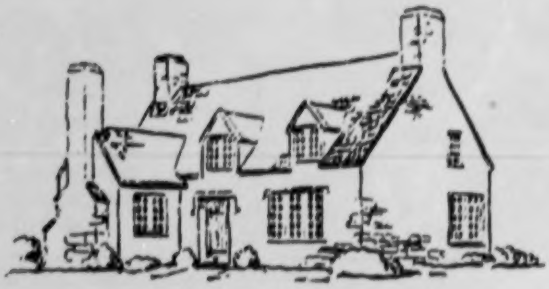
Appendix A
Strategy 1.1.5

ENGLISH/EUROPEAN ARCHITECTURAL STYLES

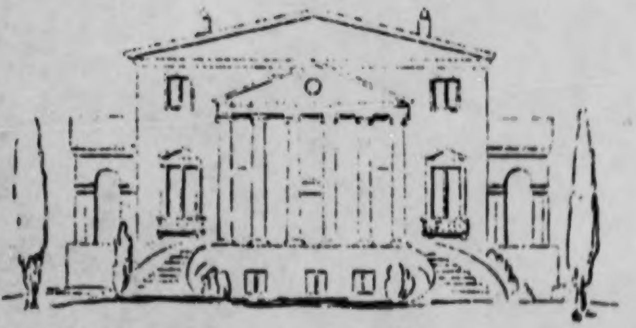
Can you find homes similar to these in your community? If so, they possess a culturally inherited background.



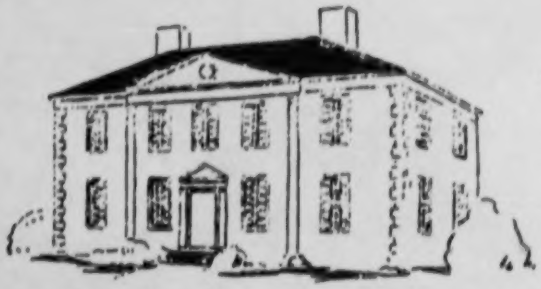
A half-timber house of medieval England.



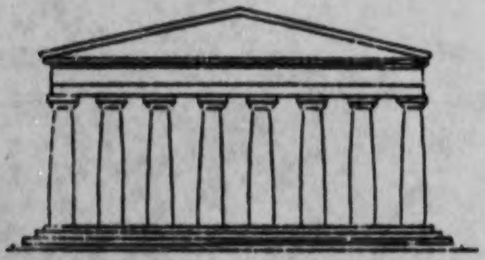
A Cotswold house of stone.



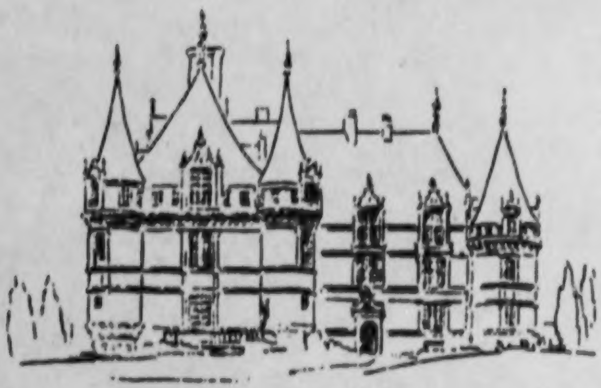
An Italian Renaissance palace.



A house of the English Renaissance.



A Greek temple.



A French Chateau.

House Design, Burgess Publishing Company.

Identifying Preferences, Attitudes, Customs

Directions: Working in groups, learners will develop lists for each question.

1. How many countries in our community can be identified through home design? (List)
2. Which child is given preference in most of the families in the community? eldest? youngest? lightest complexion? darkest complexion? all the same? any sex preference? (List)
3. How many religions are represented in our community? (List)
4. Which holidays are "most important" in this community? (List)
5. What is the usual attitude taken in this community toward politicians? toward the government of our country?
6. Which last names of people in our community indicate a "country of origin"? (List)
7. If more than one language is used by families in our community, what is the attitude of youth toward learning to speak in the parents' "mother tongue"?
8. What is the usual family size and structure in our community? (How many children do parents usually have? Do grandparents, uncles, or aunts live with the family?) (List)
9. What is the preferred type of housing in our community? (List)
10. How many multi-dwellings are there in our community? Apartments or high-rise dwellings? Condominiums? Mobile home areas? (List)
11. What is the attitude of the "average" person toward those who have great wealth? toward those who are poor? (List)
12. If you were to ask any 10 individuals on the street how much "education" they thought was "best" for everyone to have, would they all be apt to agree on the "best amount"? (Guess!)

Appendix A
Strategy 1.2.2

COMMONALITIES AMONG CULTURES

Learners' Activity 1: Learners will fill in blank spaces under Column 1, "Cultural Universals," using items of classified cultural differences developed in strategy 1.1.7.

Goal: To perceive that community customs, attitudes and practices can be identified under specific cultural universals.

Learners' Activity 2: After discussion, learners will fill in blank spaces under Column 3, "Between-Culture Differences," by listing examples of any one of the between culture differences; learners will provide an example from their own community.

Goal: To perceive "differences" as facts, to be recognized as such.

COLUMN 1	COLUMN 2	COLUMN 3
CULTURAL UNIVERSALS *	CROSS-CULTURAL SIMILARITIES	BETWEEN CULTURE DIFFERENCES
1. Language: ____________ ____________ ____________	Each culture communicates in its own common language.	1. Taboo words 2. Use of many/few gestures 3. Loud/soft speaking Example(s)____________ __________________
2. Government: ____________ ____________ ____________	All cultures have some form of government, providing ways to "get things done"; rules for individual and group behavior.	1. Attitudes toward authority 2. Attitudes toward laws 3. Attitudes toward the "head" of the country Example(s)____________ __________________
3. Family Structure: ____________ ____________ ____________	All cultures have some means of establishing a family pattern acceptable to the society and to provide security for children.	1. Family unit "strong" or "weak" 2. Large or small number of children per family Example(s)____________ __________________

COLUMN 1	COLUMN 2	COLUMN 3
CULTURAL UNIVERSALS*	CROSS-CULTURAL SIMILARITIES	BETWEEN CULTURE DIFFERENCES
4. Religion: ____________ ____________ ____________	Some form of religion is predominant within each culture, especially as it relates to birth, marriage, death.	1. Monogamous/polygamous approval 2. Use of religious ceremonies as part of recreation Example(s)____________ ____________________
5. Folk tales, myths, superstitions: ____________ ____________ ____________	All cultures have their own "set" of myths, superstitions.	1. Example of American folk tale: Paul Bunyan 2. Example of American superstition: 13 is an unlucky number Other example(s)________ ____________________

Role Play: Try It On For Size

All learners are to participate. Each chooses a partner, number off 1 and 2.

Situation: A "foreigner" (1) speaking English only to the extent of saying "Hello," "Goodbye," "Yes," "No," "Please," and "Thank you," comes to a Real Estate agency alone. The "foreigner" wants to rent a one-bedroom, furnished apartment. The rent must not be over $110.00/month; the apartment must be near both public transportation and the market.

The "foreigner" approaches a Real Estate employee (2) to get help in finding a place to live, and attempts to communicate by sign language. The "foreigner" may speak only those words indicated above.

Time: 5 minutes.

At the end of five minutes, (1) and (2) reverse roles for another five minutes.

* * * *

Each learner fills in answers to the following questions:

1. As the "foreigner," I felt ______________________________.
2. As the Real Estate agent, I felt ______________________________.
3. I identified the "foreigner" as a (man) (woman) because ______________.
4. I identified the Real Estate agent as a (man) (woman) because __________.

Appendix A
Strategy 1.3.4

CULTURAL ASPECTS OF AMERICAN ETHNIC GROUPS, A STEREOTYPE

BLACK AMERICAN	ORIENTAL AMERICAN	MEXICAN AMERICAN
Language English language is basic Dialects may identify areas of origin within the country	Language Provincial language differences Special schools provided by culture's members for children to learn language of origin	Language Provincial dialects common When parents speak the language of origin in the home, children prefer to speak the language of peers
Government Similar to Anglo American	Government Tend to be submissive toward authority as a possible result of the strong family structure	Government As immigrants, show great respect for authority More rebellion found in the young against old, traditional values
Family Structure Unstable Families include aunts, uncles, grandparents In-laws not so important Matriarchal, much status given mother Girls as welcome as boys Children much loved Family oriented	Family Structure Extended family system; strong, stable Kin ties important Veneration for parents, older people Boys favored over girls Choice of marriage partner a family matter	Family Structure Patriarchal Stable; now changing Important to preserve the name and honor of the family Children cherished Children, marrying, move in with parents or live nearby
Religion Important as emotional release Support for constant struggle	Religion Includes ancestor worship A highly held value Provides occasions for family festivities (birth, marriage, deaths)	Religion Very important in country of origin because of its tie to family recreation When families migrate, less value given

Appendix A
Strategy 1.3.4

BLACK AMERICAN	ORIENTAL AMERICAN	MEXICAN AMERICAN
Recreation Similar to Anglo American Sports activity brings status, recognition	Recreation Centers around family celebrations: birthdays, weddings, funderals	Recreation Centers around religious festivals and family gatherings
Education Lack of quality in school opportunities a factor Less value placed on education by most Value of education is increasing	Education Education highly important Teachers highly respected Scholarly attainments valued	Education Education is a family matter; therefore formal education had less significance; today, education has a higher value
Economic Lack of economic opportunity has curtailed male status in the family Other values take precedence over economic ones; material gain rapidly becoming a top priority	Economic Economic system is traditionally interwoven with the family structure Family provides for every crisis: unemployment, sickness, care of the aged Moral and spiritual values predominate	Economic Tendency to meet present family needs Children expected to share earnings with family The former pattern, that time is to be spent leisurely and work is a matter of convenience, is changing

MID EUROPEAN AMERICAN	JEWISH AMERICAN	ANGLO AMERICAN
Language Provincial language differences among cultures When parents speak the language of origin in the home, children prefer to speak the language of peers	Language A means of group identification, regardless of country of orgin Special schools provided by culture's members for children to learn language of origin	Language English language is basic Dialects may identify areas of origin within the country
Government Authority is considered important Fear civil authority Professional help is somewhat feared; but when accepted, may become overdependent	Government Similar to Anglo American Tend to be antiauthoritarian	Government Democracy teaches equality, which in turn develops regard for political institutions with freedom to criticize Authority (power) perceived as a means of possible individual gain
Family Structure Patriarchal Stable; now changing Strict rules for girls Eldest son important Father given family respect Children, grandparents and the elderly cherished	Family Structure A small, conjugal family unit Boys tend to have more status than girls; perhaps due to the importance of the male in religious rites Important to marry within culture	Family Structure A small, conjugal family unit Unstable Emphasis on emotional, affectional ties Child-centered Small number of children; children seen as a financial responsibility
Religion Important to first and second generation; then value tends to lessen	Religion An important means of group identification Family life and religious beliefs closely entwined An important value	Religion Used primarily for life events: birth, marriage, death Religion is considered important for others, not necessarily for self

MID EUROPEAN AMERICAN	JEWISH AMERICAN	ANGLO AMERICAN
Recreation	Recreation Valued by all who have leisure time	Recreation Tends to be separate for family members Tends to be outside family Sports important
Education Compulsory education leads children to question family cultural patterns	Education Historically, education is linked to prestige and economic security Education is valued for its own sake	Education Importance of education is related to improving social and economic prowess
Economic Land tends to be valued more than material goods, money Hard physical work is equated with strength and is valued	Economic Economic values, which are high, are linked to security in terms of adequate financial savings to protect the family	Economic High importance is placed on economic success Money and time valued Work valued as a means of achieving success Economic competition (keeping up with the Joneses) is a value

BLACK AMERICAN	ORIENTAL AMERICAN	MEXICAN AMERICAN
Language	Language	Language
Government	Government	Government
Family Structure	Family Structure	Family Structure
Religion	Religion	Religion

Appendix A
Strategy 1.3.4

BLACK AMERICAN	ORIENTAL AMERICAN	MEXICAN AMERICAN
Language	Language	Language
Government	Government	Government
Family Structure	Family Structure	Family Structure
Religion	Religion	Religion

BLACK AMERICAN	ORIENTAL AMERICAN	MEXICAN AMERICAN
Recreation	**Recreation**	**Recreation**
Education	**Education**	**Education**
Economic	**Economic**	**Economic**
Housing	**Housing**	**Housing**

Appendix A
Strategy 1.3.4

MID EUROPEAN AMERICAN	JEWISH AMERICAN	ANGLO AMERICAN
Language	Language	Language
Government	Government	Government
Family Structure	Family Structure	Family Structure
Religion	Religion	Religion

MID EUROPEAN AMERICAN	JEWISH AMERICAN	ANGLO AMERICAN
Recreation	Recreation	Recreation
Education	Education	Education
Economic	Economic	Economic
Housing	Housing	Housing

BLUE RIBBON/GREEN RIBBON

A SIMULATION GAME

Role Sheet for BLUE RIBBONS: (Duplicate sheets are provided for each Blue Ribbon member with blue ribbon tags and pins for each.)

Instructions: Each Blue Ribbon member will read the sheet and act accordingly.

1. Language: When speaking, each Blue Ribbon member will end each word with "ah," as: "Well-ah, John-ah, how-ah are-ah all-ah you-ah?"

2. Authority: As members of the Blue Ribbons, each individual has learned to obey and to fear authority (power) and therefore, to fear and obey such people as the Authority Figures.

3. Family Structure: Half of the Blue Ribbon members are to be "older" people (aged 41-65 plus); the other half is to be "younger" (aged 16-40). In the Blue Ribbon family structure, the "older" person is treated as the wise and revered head of the family; children should be "seen and not heard"; "younger" people's opinions are worth little. Blue Ribbons love their home, friends, neighborhood and established way of life.

4. Religion: Consultation with the church is part of the decision-making process.

5. Attitudes of Blue Ribbons toward Green Ribbons:
   Greens act and feel superior to everyone
   Greens are materialistic, placing too much value on "getting "
   Greens are irreligious
   Greens want to be the "boss" in any situation
   Greens flap their arms when they talk and are a violent people

Role Sheet for GREEN RIBBONS: Duplicate sheets will be provided for each Green Ribbon member with green ribbon tags and pins for each.

Instructions: Each Green Ribbon member will read the sheet and act accordingly.

1. Language: Whenever a Green Ribbon member speaks, many gestures will be used, as: arms wide for "big," close for "little"; arms waved around.

2. Authority: Whenever a Green Ribbon comes in contact with anyone who has authority (power), that individual will speak and act as if the person with authority was an employee of the Green Ribbons who should act with courtesy and respect.

3. Family Structure: Half of the Green Ribbon members are to be composed of "older" people (aged 41-65 plus); the other half are to be composed of "younger" people (aged 16-40). In the Green Ribbon family structure, the "older" person's opinion is less important than the "younger" person's. Children are the center of family life.

   Furthermore, owning property, homes, material "things," is very important to each family of Green Ribbons.

4. Religion: Consultation with the church is limited to basic life events--birth, marriage, death.

5. Attitudes of Green Ribbons toward Blue Ribbons:
   Blues are not to be trusted.
   Blues are shifty, they lie and steal.
   Blues are a close-knit and clannish group.
   Blues are religious fanatics.
   Blues talk strangely, are hard to understand.

Role Sheet for AUTHORITY FIGURE: Duplicate sheets will be provided for each Authority Figure. Each will wear large stars pinned on.

Instructions: Each Authority Figure will read the sheet and act accordingly.

1. You have all the power needed to move the Green and Blue Ribbons.

2. The Facilitator has been given the task of moving the Blue and Green Ribbons and therefore is "in charge"; you can advise, but it is the Facilitator's understanding that you cannot take action unless requested to do so.

3. SECRET INSTRUCTIONS: (Do not reveal to the Facilitator) The Blue and Green Ribbons must be moved, and if the Facilitator cannot get them to move, you may be forced, as a last resort, to take independent action. These secret instructions are not to be revealed to the Facilitator unless you decide to put them into effect, in which case you may show this sheet to the Facilitator as proof of your authority.

4. You will receive a "bonus" if the Facilitator asks you to use your power to move either group.

Role Sheet for FACILITATOR: Duplicate sheets will be given to each Facilitator, who will wear a Peace Symbol badge pinned on.

Instructions: Each Facilitator will read the sheet and act accordingly.

1. You have been directed to have the Blue and Green Ribbons move from their present housing to new housing facilities.

2. The new housing facilities are superior in design, quality, ease of upkeep and cleanliness to housing in the present neighborhood; schools offer greater opportunities, both in vocational and academic preparation; and there are nearby shopping centers and playgrounds.

3. There are two housing facilities available, each containing enough one-, two-, and three-bedroom units to accommodate both the Blue and Green Ribbons.

4. You have been placed in charge, and have been advised that the Authority Figure will not take action unless you ask for assistance. You have heard, however, of instances when the Authority Figure took action even though no assistance had been requested.

5. The Authority Figure has all the power needed to move the Blue and Green Ribbons. The Authority Figure is to be used as a last resort.

6. You have been told that you will receive a "bonus" if the Blues and Greens move into the same housing facility together. This is not required.

Appendix A
Strategy 1.4.2
~~PAGES~~ A OF THIS DOCUMENT HAVE BEEN REMOVED BECAUSE THEY CONTAINED COPYRIGHTED MATERIAL.

Portfolio Information: Transporting Household Goods

Information Sheet: Portfolio/file information on transporting household goods.

The Housing Management Aide will develop a portfolio or file of information essential to help individuals and families make decisions suited to personal needs in transporting household goods. The following activities are designed to develop accurate information which the Housing Management Aide provides for clients.

Activity 1: Working with the teacher and using the local telephone directory, call and/or visit local moving companies. List all local commercial moving companies. Such a list includes:

a. Names, addresses, telephone numbers of commercial companies.
b. Services offered:
    1. without cost (pamphlets, price lists, etc.).
    2. at a cost to the client (cartons and packing materials provided).
c. Costs of moving commercially.
    1. based on weight of household goods.
    2. and on distance/miles of the move.

Estimate the cost of moving 2000 lbs. household goods for 3 miles; 15 miles; 2500 miles or more. Do not include costs based on commercial packing.

Activity 2: Working with the teacher and using the local telephone directory, call and/or visit local rental van companies. Develop a cost list for using a rented moving van to transport household goods. Such a list includes:

a. Names, addresses, telephone numbers of truck and/or trailer rental agencies.
b. Services offered at a cost to the client (moving pads, equipment rented--a dolly, a power lift on truck, etc.).
c. Costs of moving, using a rented truck and/or trailer.
    1. based on size of truck.
    2. and on distance/miles of move.

Estimate the cost of moving 2000 lbs. household goods for 3 miles; 15 miles; 2500 miles or more. Do not include costs based on the use of extra equipment.

Activity 3: Compare the costs of moving commercially and moving by renting a truck and/or trailer for a self-move.

Activity 4: List at least two additional factors which must be taken into consideration by individuals and families when choosing the "best" means of transportation.

Partial list of factors individuals/families must consider when choosing the "best" means to use for transporting household goods:

-availability of help from friends.
-size, health, ages of family members.
-number of rooms of furniture (weight of goods to be moved).
-possibility of "time payment" plan from a commercial moving company.
-time limitations of individuals/family members imposed by work other than that connected to moving.
-presence of stairs, narrow hallways in present and future residence.

Other factors to be considered:

____

____

____

____

Activity 5: After the teacher has divided you into small groups, compare costs; list advantages and disadvantages of commercial moving vs. "family moving."

Activity 6: After sharing all information, develop a portfolio with information related to transporting goods for individuals and families essential to the job of Housing Management Aide.

The Best Move: Case Studies

Case Study 1: Bob and Gigi

Bob and Gigi, a newly married couple, applied and have been accepted into the new multi-dwelling units near Gigi's work and across town from the University, where Bob is working for his degree in Criminology. He has been promised a position on the city's police force when he graduates; the starting salary will be small, but fringe benefits are many.

Gigi has been happy over the move, and although looking forward to the time when she will no longer need to "work Bob's way through school," has enjoyed her secretarial work. Gigi earns $450.00 a month; this income is increased by about $100.00 a month as a result of Bob's weekend jobs.

They have no immediate plans for a family; after Bob graduates, Gigi plans to return to the cross-town community college to work for her A.A. After she completes the Business Administration courses, she is assured that she will qualify as a legal secretary.

Both worry because illness or unexpected pregnancy could upset their life plans; they have no margin of safety. They also are concerned because they really need to buy some furniture for the new dwelling; what they own is shabby, and has come from family "throw aways."

Distance: 15 miles.

Type of house Bob and Gigi are leaving: This young couple are at present living in a near-to-the-college apartment complex covering four city blocks, affectionately entitled, "Sin City" by its college apartment dwellers. Bob and Gigi have a one-bedroom apartment; they have accumulated some furniture: a television set, an old sofa and two armchairs, a bedroom set. Bob's father has promised them a dining table and four chairs, four end tables, a hassock, and and old Victorian bedroom set. Bob's father lives in a small town 28 miles away; he cannot help with moving in any way, because of his heart condition. Bob and Gigi had planned to move on a weekend, but Bob's boss has asked him to cancel these plans. What shall they do?

Case Study 2: Mrs. Danforth, A Widow

Mrs. Danforth, aged 66, receives Social Security as a widow (approximately $225.00/monthly). She also earns $75.00 a month as a part-time Day Care Assistant, and receives $25.00 each from her two married children (a son and a daughter who live in a small city some two hundred and fifty miles away).

Mrs. Danforth has applied and been accepted into a multi-dwelling across town, and has been told she may move the first of the next month.

Mrs. Danforth is in good health, but climbing a full flight of stairs is to be avoided, according to her doctor. She would prefer to have room for her children to stay with her, if possible, when they are able to come visit.

Mrs. Brown's children would like to have her move into their vicinity; Mrs. Brown loves her children, but wishes to keep a feeling of independence and be near friends of many years' standing.

Distance of move: 5 miles.

Type of house from which Mrs. Brown is moving: a 75 year-old Victorian frame house, with five bedrooms. Some of her furniture was inherited from her mother, but many of the rooms contain much furniture, the accumulation of years.

Mrs. Danforth is emotionally attached to all her "odds and ends," as her children call them; she cannot bear to part with anything. Her children are unable to help her make an appropriate decision, because she refuses their suggestion to "start all over with new things," which they would be glad to help finance for her. Mrs. Danforth thinks that her old and not-so-old furniture are like old friends, "best when lived with a few years." What is she going to do?

Case Study 3: The Single Parent Family

Mr. Adam Walters is father and the single parent in his "single parent family." His wife, tired of the responsibility of five children, has left him, remarried, and moved to another state.

The five children, ranging in ages from three to fourteen years, apparently thrive on their father's care. Wendy is fourteen and a ninth grader; Mark is twelve and in the seventh grade; Keith is nine and a third grader; Katy, six, is very proud of her status as a first grader; Joan, the baby, is three, much petted by all.

Mr. Walters works things out very well in his dual parent role. Wendy picks up Katy and Joanie from the Child Care Center on her way home from shcool. Mark and Keith have been taught to help Wendy begin preparations for dinner and to watch after the "younger ones."

Mr. Walters has a responsible position as foreman in the local telephone company where he is in charge of repairs; a crew of twenty people work under him. His work often calls him away at night, but his $9,500.00/year income provides him with a certain feeling of security. Recently, severe headaches have kept him from working steadily; his doctor has not been able to locate the seat of the problem.

Mr. Walters worries over his state of health and his fears that the children are missing the supervised freedom that leads to healthy teenage adjustment to the adult world. He is 45 years old, and is not (at the moment) considering remarrying.

Mr. Walters is planning to move his family from a home located on the edge of the city to the multi-dwelling within the city. Moving closer will provide Wendy with more time, as she will not have to travel so far on the bus from her new school to the Child Care Center. Mr. Walters has been taking Katy and Joanie in the morning: Joanie to the Child Care Center where she stays until Wendy picks her up; and Katy to an elementary school near the Center. The move will make things easier for all the family.

Distance of move: 25 miles.

The home from which the Walters family is moving is a three bedroom, older home, with a large yard. The home is filled with furniture, all of it accumulated through the years, and needing repair. Wendy would dearly love to have a beautiful living room (one to which she could proudly bring her friends) in her new home. Mr. Walters knows that this is probably not possible for some time; he has few friends, none available at the time he is planning to move. He wonders if the cost of a first and last month's rent due on his new lease, plus the cost of being moved, is more than he can manage at this time?

Case Study 4: The Clarence Browns

Clarence and Sue Brown are 35 and 33 years of age, respectively. They have been married for eleven years, and have three children: Sally, 8 1/2 years; Jim, 6; and baby Jen, six months.

Clarence and Sue are looking forward to the move across country to a new multi-dwelling complex suggested as meeting their housing needs at this time. they have some apprehension, because they have been scheduled to move March 1, which means that Sally and Jim will move into a new neighborhood, a new kind of living, (Clarence and Sue have been renting a small, separate dwelling) and a new school, all at once.

Clarence thinks it would be nice to have a home large enough to have a workshop. Sue would dearly love a separate sewing room, since she feels that she saves so much money making the childrens' clothing.

Clarence is moving to take a new position as Assistant to the Plant Manager, a real "step up," although his salary ($12,000.00/year) has been increased only by $1,000.00. It will take all their savings to make the move; although the company is paying for their transportation, they must pay for the moving of their household goods.

Distance: 2500 miles.

Clarence and Sue had purchased a two-bedroom home in their home city of Columbus, Ohio. they had planned to add another bedroom and family room to make this home what they thought would be "right" for them. High costs of additions to existing homes has kept this idea from being put into effect. They are planning to move and leave the house empty for resale; they are a little apprehensive about the chances of a quick sale, because few people want to buy a two-bedroom home. They would prefer a "four-bedroom with den" home, but if they were to move into this type of home, they would not have enough furniture. They own a baby grand piano (which Sue's parents had given her when she herself was fourteen), which they feel they must take across country. Also, Clarence has an expensive and well-assembled high-fi unit which he is reluctant to leave. Replacing these items could prove extremely costly. What should they do?

Appendix A
Strategy 2.2.1,
2.3.2

It's Almost Moving Day!

There Never Was A Better Reason For Making a Checklist

Send change-of-address cards to: Date		Notify home delivery services: To stop service at old address Date		To start service at new address Date
_____	magazines	_____	telephone company	_____
_____	newspapers	_____	electric power company	_____
_____	friends	_____	water company	_____
_____	credit card accounts	_____	gas company	_____
_____	local post office	_____	milk delivery	_____
_____	Social Security office	_____	trash collector	_____

_____ church

_____ schools

_____ bank or savings and loan loan

_____ Insurance companies

_____ doctors and dentists
    _____ Medicare
    _____ Medicaid

_____ Board of Elections

_____ Motor Vehicle Bureau

_____ have rugs and carpets cleaned and chemically treated if they are going into storage

_____ return borrowed tools, books, etc.

_____ make firm decisions on what you're taking and leaving

_____ advertise or arrange to sell some items

_____ call some charitable organizations to give away furniture, clothing, toys, et.c

_____ gather all cartons (various sizes to meet needs), tape, marking pen

_____ check garage supplies equipment; clean garage for moving

_____ wash exterior windows, old residence

INSTRUCTIONS TO LEARNERS: To accompany "It's Almost Moving Day!"

When filling in the proposed date, first choose a date of moving six weeks in advance of today's date.

____
Date of moving:

Next, consider the following-questions:

How soon do I need to send in change-of-address or notification in order to have the appropriate action take place?

Will I need certain services right up to the day I move?

How long will it take to sell some items I no longer want or need?

How much in advance must I send notification of change to magazines to which I subscribe?

What does the post office do when no change of address has been made?

On what day of the month do I need to notify the social Security Office in order to receive a check the following month at the new address?

If I do not have information concerning dates, what can I do? (call Medicare, Medicaid branch locally; Board of Elections, etc.)

Then fill in the dates in the blanks beside each suggested item.

Are there other notifications you think should be made which are not on the list?

Add these here:

Date	To notify of change-of-address or delivery service:
________	______________________________
________	______________________________
________	______________________________

Was this experience (deciding on dates and information sheet) helpful? Please mark the evaluation carefully:

Helped a great deal	Somewhat helpful	Of no help; already had the information

Appendix A
Strategy 2.2.1

~~PAGES~~ A OF THIS DOCUMENT HAVE BEEN REMOVED BECAUSE THEY CONTAINED COPYRIGHTED MATERIAL.

PORTFOLIO INFORMATION: PACKING HOUSEHOLD GOODS

FIVE IMPORTANT POINTS FOR PACKING

1. Go through everything you own to see what you can do without.

2. Notify utility companies as soon as you know your moving date.

3. Also arrange in advance for utilities to be turned on at your new residence.

4. Notify all people concerned with your move; schools, Post Office, banks, Motor Vehicle Department, department stores, insurance companies, etc. If you are moving into a new area, get records from your doctor and dentist.

5. Plan a work schedule for moving day and stick to it.

PREPARING FOR PACKING

To prepare for packing, there are many important things that you must tend to before moving day:

---Plan to have the utilities (telephone, electricity, water and gas) disconnected as of the day you move.
---Arrange for service and utilities in your new home.
---Your refrigerator and freezer should be defrosted, wiped dry and the motor of the refrigerator bolted down.

WHEN YOU PACK

Don't keep putting it off! Start early because it's usually a much bigger job than it appears at first look:

---Be sure and get cartons that are of a size suitable to the items you are packing. You can get these from most supermarkets. Also, you will need tissue paper, full sheets of newspaper, and shredded paper.

---To pack faster, have a friend or a baby sitter take the children for the day, and, if possible, any pets that you have.

---Get rid of all the things you really aren't going to use in your new home. Don't leave piles of odds and ends around that are difficult to pack. Go through drawers and remove anything that can spill. Put all bottles together; drugs, perfume, toiletries, etc. Seal the lids with cellophane tape. Don't pack any flammable items such as turpentine, cleaning fluid, or paints. Personal records should be in one place--a metal file box, a small carton, or locked in a desk drawer. However, be sure that no drawers contain heavy items which may cause them to be weakened or to break when moved.

FOOD:

What to do with food can be a problem. Once you know your moving date:

---Buy only those items you will need each day.
---If you have a freezer, use up as much of the food as possible.
---Canned goods are very heavy items, so try to use these up too.
---Don't pack such things as half-empty cereal boxes, staples, or cleaning supplies unless you can put them in spill-proof containers.

TOYS:

Toys can be a real nuisance. Start well ahead of time to pack these.

---Get all the games with little pieces together.
---Mend any boxes that are broken.
---Wrap tape around all boxes in two directions.

BOOKS AND RECORDS:

Use a narrow carton and place books in two rows, back to back. Too many books in a carton will make it difficult to lift and weaken the bottom. Pack records upright in a box just large enough to hold them.

LAMPS:

Remove lamp shade, wrap separately with tissue paper and pack in individual carton.

KITCHEN ITEMS:

Pots and pans, cooking utensils, glassware and groceries must be packed in extra strong barrels or boxes, specially reinforced for heavy duty. Kitchen implements should be wrapped in thick wadding with the heaviest things put at the bottom. Brooms, mops and other long, thin items can be tied together.

Wrap flatware in tissue or soft cloths and place in a box with compartments to prevent scratching. Heaviest pieces go on the bottom. Use enough paper filler to prevent slipping or bouncing.

BEDDING, LINENS AND CURTAINS

Place these items in bureau drawers; or if there is a lot of it and it's heavy, pack it in cartons or trunks.

CLOTHING:

This should go into trunks or sturdy boxes.

HOUSE PLANTS:

Plants which are easy to replace are probably best left behind if you are moving any distance.

For tall leafy plants, wrap plant and pot in heavy paper or use shirt cardboards from the laundry. Staple lightly. Be sure all the branches and leaves are pointing upward.

Appendix A
Strategy 2.3.2

ALL THIS--AND MOVING, TOO?!

Suggested contents of a four-room home (1 bathroom)

Bedroom 1:

Clothing for two girls, aged 3, 14 years.
2 small 4-drawer chests of drawers.
Twin beds, mattresses, box springs, headboards, slats.
1 bedside table
1 table lamp
1 book shelf (books)
1 book shelf (doll and small ceramic animal collection.)
1 wall mirror, 26" x 30"
1 straight chair
1 small rocking chair
2 throw rugs, 4' x 6'
4 pictures 14" x 16"
Bedspreads, blankets, matching short curtains for 2 standard sash windows; also sheets, pillows
1 small potted plant

Bedroom 2:

Clothing for couple
1 large double bed size Victorian bed, solid walnut
Box springs, mattress
2 wood/overstuffed arm chairs
1 night stand with removable marble top (24" high, 19" width, 18" length)
1 standing lamp
1 large 4-drawer chest of drawers matching Victorian bed, with three moveable marble top sections; attached mirror (30" x 50") Overall size: 31" high, 24" wide, 54" long)
Dresser set (comb, brush, mirror)
Corner what-not (wooden, can be taken apart for moving)
Bric-a-brac (china and glass vases, etc. on what-not)
1 4-drawer file cabinet, filled

Bathroom:

Medicine cabinet contents: typical home medicines: aspirin, 2 prescription bottles (liquid); shampoo and tooth paste; tooth brushes; manicure equipment with cuticle remover and three bottles polish, etc.
Bath powder, oil; 2 boxes bubble bath
Bathroom cleaning supplies
Extra toilet tissue, facial tissue
Shaving supplies: electric razor, etc.
Electric hair blower (hand model)
12 bathtowels; 12 hand towels; 12 wash cloths
2 canvas suitcases, foldable
2 large beach towels
Clothes hamper
Extra bath soap
2 bath mats
1 bathroom rug, 4' x 6'

Living Room:

1 tall Victorian walnut desk with glass-fronted cabinet on top (removeable) Ap. overall size: 72" high x 42" by 24" deep)
1 recliner chair
1 bed-sofa (72" long)
1 blanket or bride's chest
1 hi-fi- stero set, two speakers; rack with 20 records, albums
2 end tables
2 tall table lamps (shades ap. 18" high with a diameter of 18")
1 21" TV (screen size) "portable" with TV stand
1 wall clock
3 large pictures; 2 hanging antique dishes
Enclosed built-in cabinet (not moveable) with six old guns on display
1 set steins (collections; breakable; 4)
2 overstuffed arm chairs
2 straight chair

Bedroom 2: (continued)

Luggage: 2 large suitcases, 1 overnight case
Bedspread, blankets, pillows, sheets
4 framed family pictures, standing
1 extra blanket, 2 extra pillows
1 8 x 10 carpet

Living Room: (continued)

1 hassock
6 sofa pillows

Kitchen-dining area:

1 drop-leaf table (with leaves down, size is 30" wide x 42" long x 29½" high)
4 matching dining chairs
1 sideboard for storing china, linen, flatware (flatware consists of a set of eight each stainless steel knives, forks, salad forks, soup spoons, 12 teaspoons, 1 butter knife, 1 sugar spoon,3 serving spoons, 1 gravy ladle)
1 refrigerator (belongs to family who is moving)
8 pots, pans, assorted sizes
2 frying pans, cast iron, 6" and 14" in diameter
1 large soup kettle/lid
1 8 qt. pressure cooker
1 electric coffee maker
1 electric toaster
1 blender (electric)
1 hand mixer (electric)
3 oven-proof ceramic casserole dishes/lids
3 tin 9" pie pans; 3 8" pyrex cake pans; 2 loaf pans, pyrex
14 tea towels; 2 rolls paper towels
3 drawers of assorted kitchen utensils: 2 spatulas, 1 apple corer; 1 rolling pin; 1 carving knife and fork set; 3 paring knives; 2 vegetable peelers; 1 hand egg beater; 2 slotted spoons, large; 2 solid stirring spoons, metal; 4 assorted sizes wooden spoons; 1 pastry blender; 1 sifter, etc.
(a 4' long pantry shelf holds assorted canned vegetables)
(a 4' long pantry shelf holds dry cereals, beans, macaroni, spaghetti, cocoa, 2 lbs. of unopened coffee, instant coffee and instant tea, instant soups, etc.)
A small spice cabinet (ap. 12 x 14 inches) holds various spices and seasonings. (the spice cabinet is moveable)

1 oven roasting pan and rack/cover
Refrigerator contents: vegetables, salad greens, meat, milk, fruit
freezer: ice cream, 10 pkg. assorted frozen vegetables; 1 casserole dish with stew: 1 large beef roast
1 set 8 ea. dinner, salad, bread-and-butter plates; cups and saucers; small fruit side dishes; soup bowls
1 set 4 stainless steel mixing bowls
1 2c. liquid measuring cup; 1 metal dry measuring cup set
8 water, iced tea, fruit juice glasses; bowl; pitcher
1 salad bowl, with servers (wooden)
6 assorted vases
8 polyethylene covered assorted sized refrigerator/freezer storage containers
Cleaning supplies, such as oven cleaner, silver and brass polish, tile cleaners, liquid detergent for washing dishes, silicon spray, bleach (liquid and dry)
6 hanging plants

Garage:

Electric washer/gas clothes dryer
Repair tools: 2 shelves contain saws (wood and keyhole), hammers, screw drivers, electric drill, electric sander, pliers, cord cutter, 1 vise and 6' x 2' bench.
Garden tools:
1 small lawn mower
1 edger
3 trowels
1 bag all-purpose fertilizer (50 lbs.)
1 spade
1 long handled shovel
1 12' length of plastic hose with sprinkler head and two nozzles
Lawn and garden rakes
1 hoe
1 old broom
1 aluminum step ladder
1 box Christmas decorations
2 boxes books
1 small shelf for washing powder, stain remover, etc.

Cleaning closet:
1 electric vacuum cleaner with attachments
1 portable sewing machine
1 broom and dustpan
1 sponge rubber mop
1 dust mop
Assorted dusting cloths, rags
Furniture polish, spot lifter (suitable for clothing, upholstery, draperies)

Planning To Pack

Directions: List items to be packed according to room. Check items which can can be packed ahead of time under Column 1, Pack Ahead; check items which need Special Packing under Column 2; check items which will be moved on moving day under Column 3, Moving Day; estimate number and size of cartons, and special packing material required, under Column 4. (Use one or more sheets for each room.)

Room	Household Goods			Packing Materials		
Household Items	Pack Ahead	Special Pack	Moving Day	Carton Numbers	Carton Sizes	Packing Paper, Filler Materials

Identify items which must be kept with the family during the move:

Identify items which will be used during a pre-post moving cleanup:

A Schedule for Packing

Task	Check When Task Is Completed
Day 1: Kitchen-dining area: Pack pots, pans down to minimum level for number of family members.	
Pack all utensils, equipment not needed for daily use.	
Pack dishes/flatware down to a minimum for daily use.	
Prepare a "cleaning box," filled with basic cleaning supplies.	
Thoroughly clean refrigerator, range, empty drawers, shelves.	
Day 2: Pack all books, pictures, knickknacks on walls, etc.	
Pack sheets, pillow cases, extra blankets; pack all towels except those for family use/3 days.	
Thoroughly clean out medicine cabinet(s), disposing of old medicines; pack extra bathroom supplies.	
Day 3: Plan clothing needs for family, 2 days; hang (covered) those to be moved by hanger; pack remainder in drawers of chests, suitcases or trunks.	
Thoroughly clean upholstered furniture; wax wood furniture.	

Task	Check When Task is Completed
Day 4: Thoroughly vaccum floors, rugs, ceilings of all rooms.	
Wash accumulated family clothing, towels, etc. Place in cartons for each member.	
Wash inside of windows, living and kitchen-dining area; wash sills.	
Plan a simple breakfast for following day; plan and pack a picnic lunch for moving day; pack and label food supplies.	
Pack garage supplies, tools, equipment; wash garbage pail to use as container for tools, etc.	
Day 5: Before movers/rented van comes: Strip beds, fold sheets blankets; place pillows in large carton.	
Pack remaining kitchen utensils.	
Cover lampshades nesting them in a large carton; tape cords to lamp stand.	
After movers/rented van comes: As one room is cleared vacuum floors and spot clean walls and baseboards.	
Check garage dwelling.	

Appendix A
Strategy 2.3.2

MASTER MOVING SCHEDULE

Date: Day 1, Week 1 ____________

MOVING DAY: ____________

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
Notifications:	Tasks: Transfer Records:	Change-of-address: Tasks:	Notify Home Delivery Services:	Extra Tasks:

Week 2

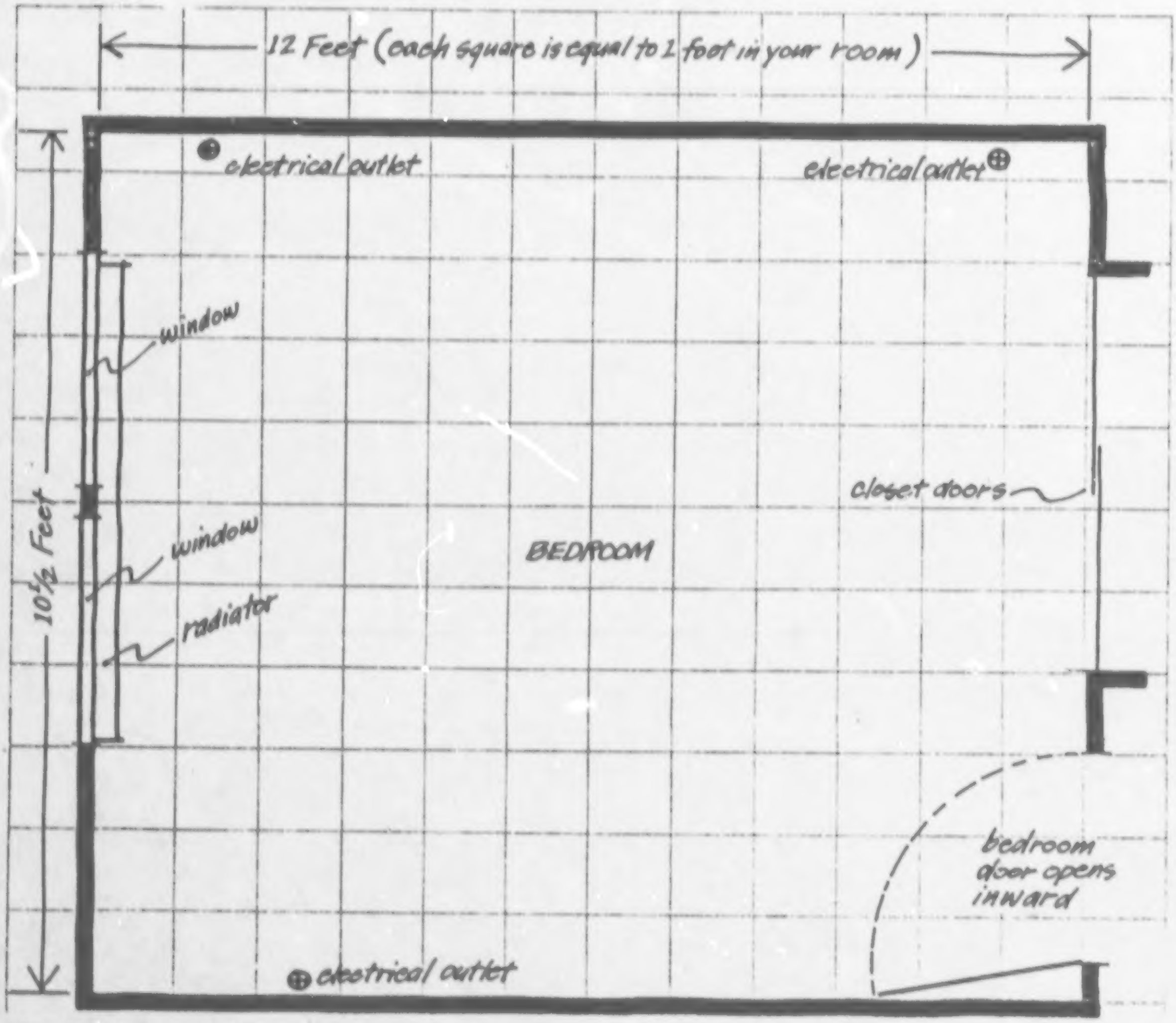
Day 1: Packing	Day 2:	Day 3:	Day 4:	Day 5: Moving Day

▽ How to Make a Floor Plan

- You can plan each room of your home on paper before you even move. By doing this, you will know ahead of time how your furniture will fit in your new home and if you need any new furniture.
- The first step is to make a floor plan of each room in your new home:

1. Measure each side of a room with a ruler or tape measure. Mark off these distances on the graph paper as shown in the drawing below – **each ½ inch block on the paper shown below stands for 1 foot in your room.** If a room is 10½ feet wide and 12 feet long, count off 10½ blocks in one direction and 12 blocks in the other.
2. Measure and mark off on the graph paper any windows, doors and radiators. You will be able to place furniture so nothing is blocked.
3. Find the electrical outlets in the room. Mark them with a ⊕ on the floor plan so that you will know where to put lamps, TV and other electrical items.

- Now you are ready to arrange the furniture.


12 Feet (each square is equal to 1 foot in your room)
10½ Feet
⊕ electrical outlet
electrical outlet ⊕
window
window
radiator
BEDROOM
closet doors
bedroom door opens inward
⊕ electrical outlet

The Soap and Detergent Association. This Way to a Better Home.

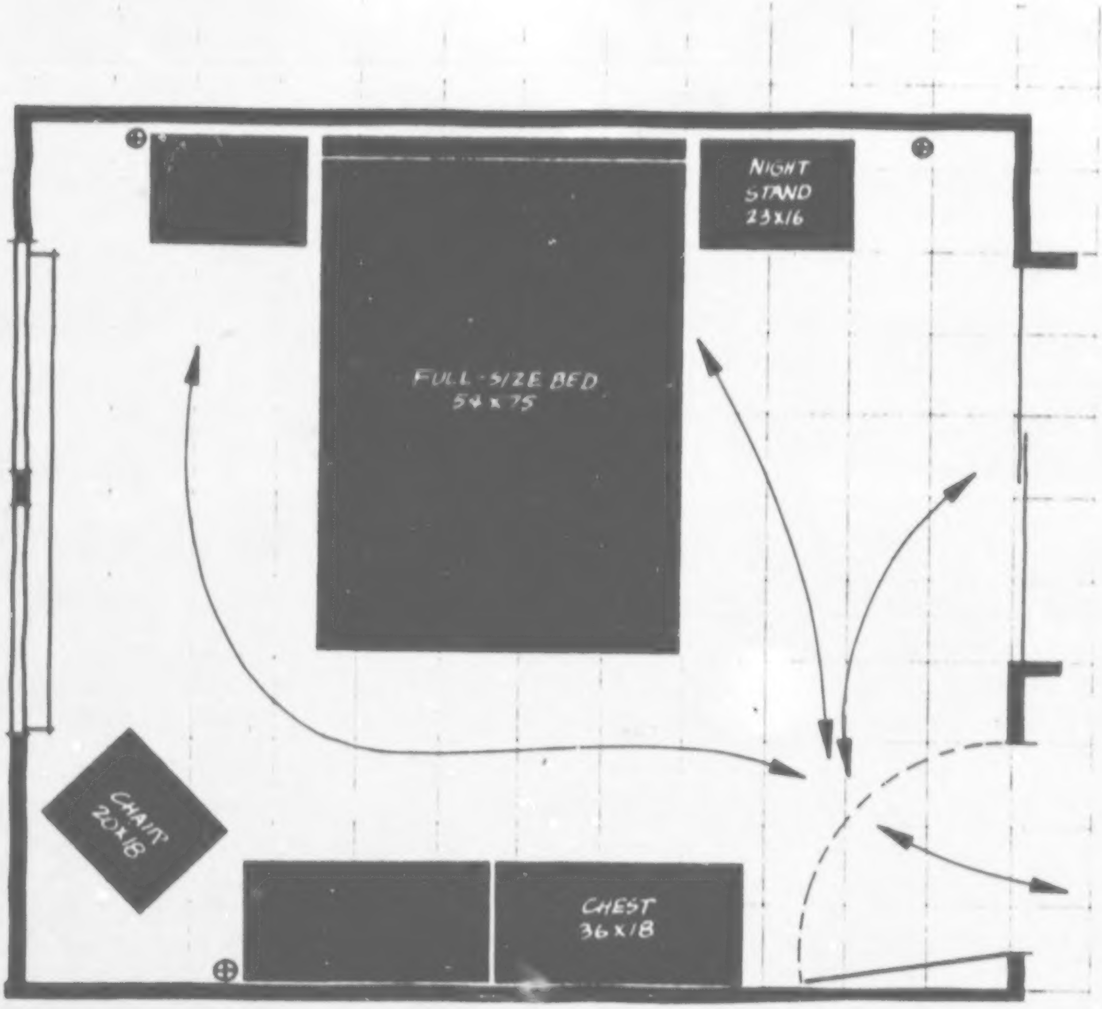
INFORMATION ON
making moving easier

Appendix A
Strategy 2.4.1

How to Arrange Furniture

- You can plan furniture arrangements by cutting out the furniture samples and arranging them on the floor plan.

1. Put an arrow on the floor plan to show how you walk into or through a room. Then keep furniture out of this path. Think about the electrical outlets, windows and doors.
2. Place the furniture samples where you would like them in the room. Try different arrangements – it is much easier to move paper than heavy furniture. You will usually find one arrangement that is better than the others.



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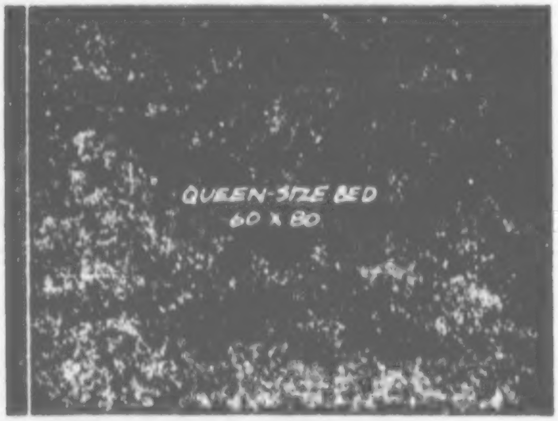
INFORMATION ON
making moving easier

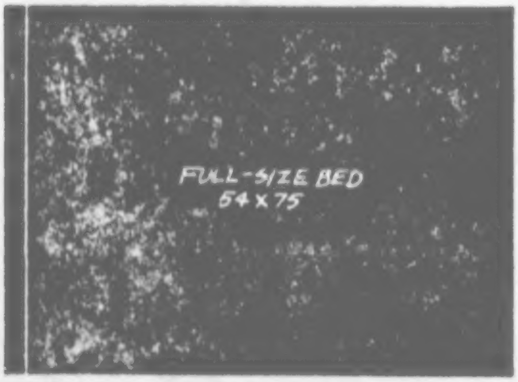
Appendix A
Strategy 2.4.1

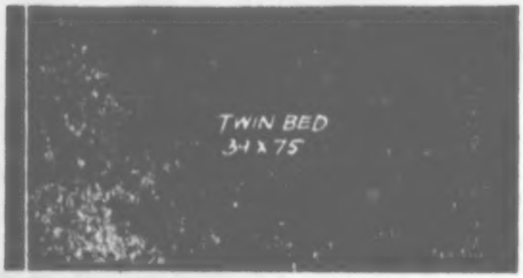
Furniture Cutouts

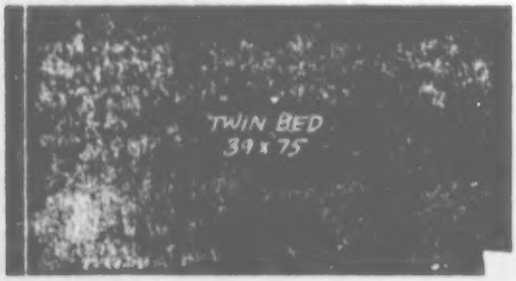
Use them on the floor plan you have made.

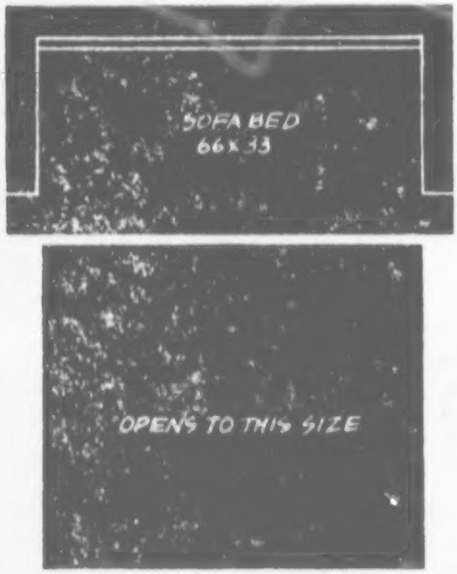
ALL NUMBERS ARE IN INCHES:

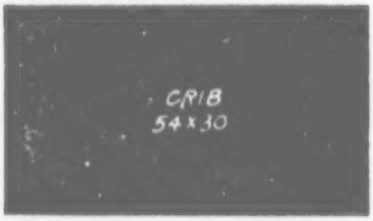

QUEEN-SIZE BED
60 x 80

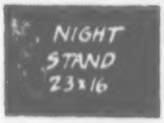

FULL-SIZE BED
54 x 75

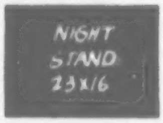

TWIN BED
34 x 75

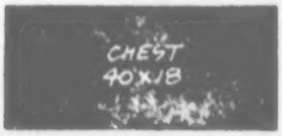

TWIN BED
39 x 75

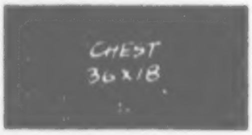

SOFA BED
66 x 33
OPENS TO THIS SIZE

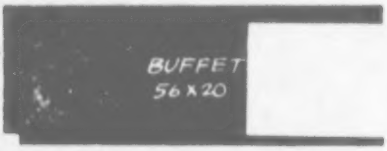



NIGHT
STAND
23 x 16


NIGHT
STAND
23 x 16


CHEST
40 x 18


CHEST
36 x 18


BUFFET
56 x 20

INFORMATION ON
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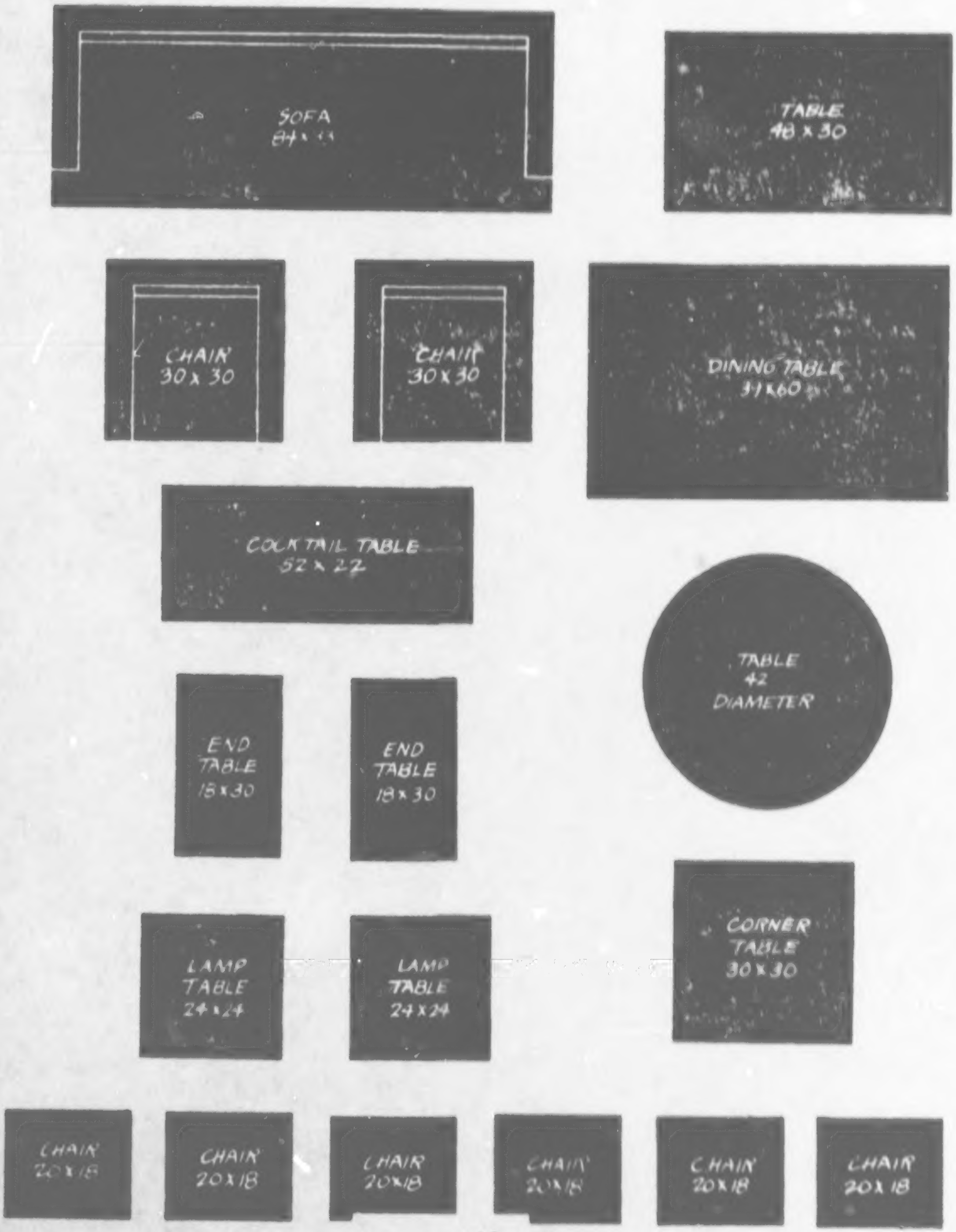
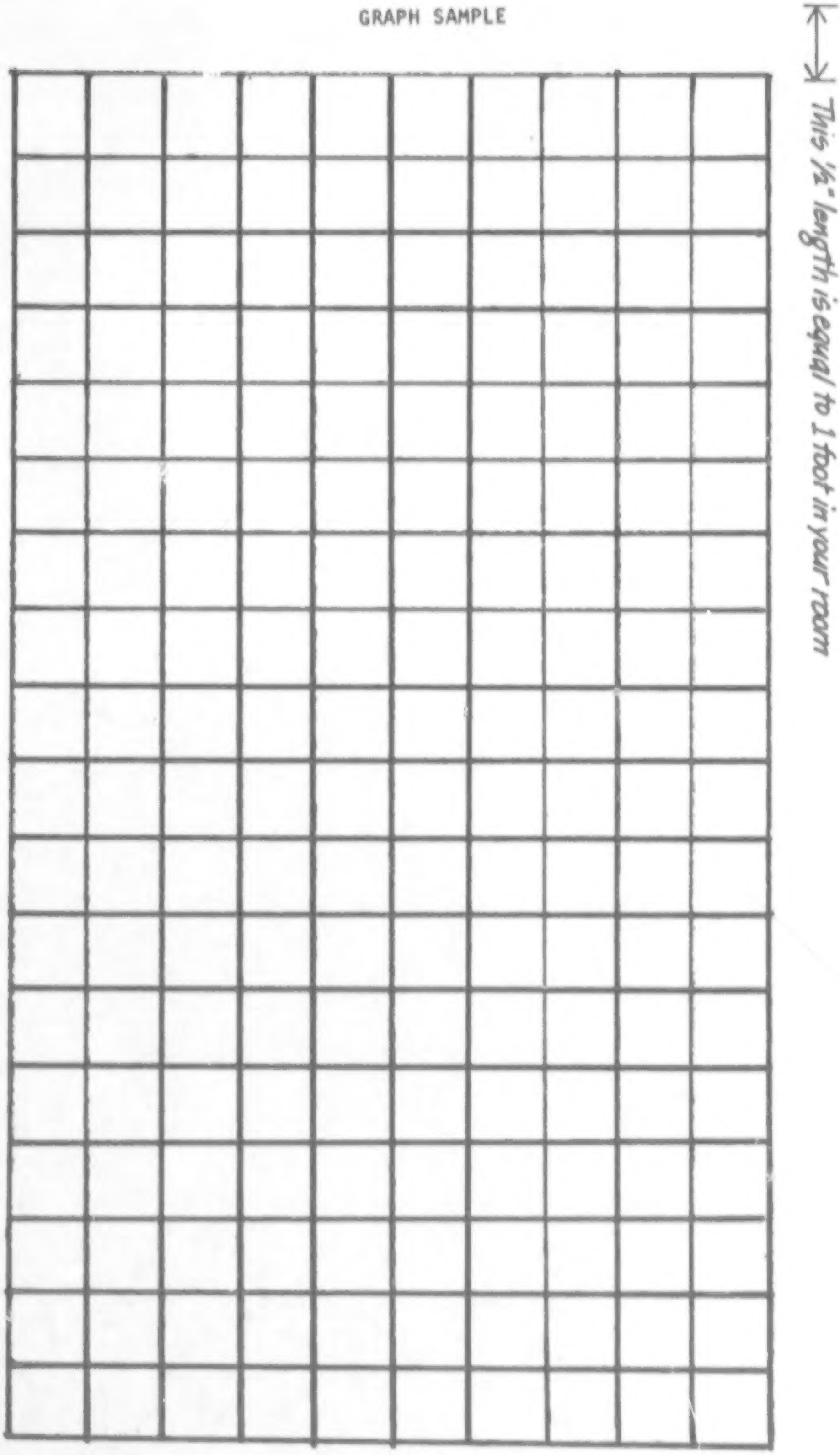
Furniture Cutouts

Use them on the floor plan you have made.

ALL NUMBERS ARE IN INCHES:


SOFA
84 x [illegible]
TABLE
48 x 30
CHAIR
30 x 30
CHAIR
30 x 30
DINING TABLE
34 x 60
COCKTAIL TABLE
52 x 22
TABLE
42
DIAMETER
END
TABLE
18 x 30
END
TABLE
18 x 30
LAMP
TABLE
24 x 24
LAMP
TABLE
24 x 24
CORNER
TABLE
30 x 30
CHAIR
20 x 18
CHAIR
20 x 18
CHAIR
20 x 18
CHAIR
20 x 18
CHAIR
20 x 18
CHAIR
20 x 18

GRAPH SAMPLE


This ½" length is equal to 1 foot in your room

Appendix A
Strategy 2.4.1

[redacted] ____________ OF THIS DOCUMENT HAS BEEN REMOVED BECAUSE IT CONTAINED COPYRIGHTED MATERIAL.

Appendix A
Strategy 3.1.1

INSTRUCTION SHEET: COFFEE BUREAUCRACY

Agent 1, Bureau 1

Function of Bureau 1: To serve coffee/doughnuts to clients according to rules. (See below)

Instructions:

1. Take clients in turn.
2. Take client's name, time; record both in notebook. (Do not discuss reason for timing.)
3. Check clothing; if male, no "tie" (a bow cut from paper, pinned on), take client aside so others cannot hear; explain he must return "home" to get tie in order to be served at the Bureau. If female, no "gloves" (a "glove" cut from paper, pinned on), take client aside so others cannot hear; explain that she must return "home" to get gloves in order to serve at the Bureau).
4. When clients return with "proger clothing," ask how you may serve them. When asked for coffee/doughnuts, explain that each must have a form, which each may get at Bureau 2; each is to go to Bureau 2, fill out form and bring back; they will then be served coffee/doughnuts.
5. When clients return with form, affidavit and permission slip required by Agent 2, check time; serve coffee/doughnuts as follows: Serving rules:
   10 minutes = full cup/doughnut
   15 minutes = 2/3 cup/doughnut
   20 minutes = 2/3 cup/½ doughnut
   20+ minutes = 1/3 cup/no doughnut

Personality of Agent, Bureau 1: Kind; obliging; would like to help, but must abide by rules set up.

Materials/supplies: Coffee, doughnuts, cups, cream, sugar, napkins, spoons. A notebook, pen, watch, or clock.

Agent 2, Bureau 2

Function of Bureau 2: To provide form, see that it is properly filled out, according to rules. (See instructions below)

Instructions:

1. In order for client to get form, each must have an affidavit properly signed in ink, which you do not have, but which client may obtain from Agent 3, Bureau 3. Send client to Agent 3, Bureau 3 to get affidavit.

2. When client reappears with signed and initialled affidavit, check for client's signature, which must be in ink; check for Agent 3's initials. Then explain that one more paper is necessary, a permission slip which client may request, again from Agent 3. Send client again to Agent 3 for permission slip.

   DO NOT SUGGEST GETTING BOTH PERMISSION SLIP AND AFFIDAVIT AT THE SAME TIME!

3. When clients reappear with permission slip and affidavit, provide form and send client to Agent 1, Bureau 1, for coffee and doughnuts.

Personality of Agent 2, Bureau 2: Abrupt; sarcastic; rude.

Materials and supplies: Form

FORM 706

(Client's name)

(Client's address)

(Client's phone number)

Agent 3, Bureau 3

Function of Bureau 3: To provide affidavit, which must be signed in ink. To provide permission slip according to rules; see instructions below.

AFFIDAVIT

Instructions: When client appears, show affidavit, ask client to sign in ink.

a. If client has own pen:
   1. ask client to sign in ink
   2. initial affidavit
   3. send client back to Agent 2, Bureau 2
b. If client does not have pen:
   1. send client to Agent 4 for pen
   2. when client returns with pen, have client sign affidavit, return pen, initial affidavit
   3. send client back to Agent 2, Bureau 2

ALTHOUGH AGENT 3 HAS PERMISSION SLIP, DO NOT OFFER IT TO CLIENT AT THIS TIME.

PERMISSION SLIP

Instructions: When client reappears to get permission slip:

a. Ask client if he/she is:
   1. a male member of a minority group over 21
   2. a female member of a minority group over 25
b. If client falls into either acceptable group, provide permission slip, send client back to Agent 2, Bureau 2.
c. If client is not a male minority group member over 21 or a female minority group member over 25, send client to Agent 4 for a "qualified" slip.
d. Clients returning with "qualified" slip will give it to Agent 3, receive permission slip, and are sent back to Agent 2.

Personality of Agent 3, Bureau 3: Indifferent; preoccupied, apparently could not care less about clients.

Materials and supplies:

AFFIDAVIT:

____
(Client's name)

____
(Date)
I hereby state that I am the person signed above.

____
(Agent 3's initials)

PERMISSION SLIP:

______________________________ has
(Client's name)
received permission to obtain form required.

____
(Agent 3's initials)

Agent 4, Bureau 4

Function of Bureau 4: To provide pens for clients, if needed. To act as final decision-maker regarding clients' qualifications to receive coffee/doughnuts.

Instructions:

1. When clients come for pen, provide the pen; ask client to return after signing affidavit.
2. If clients are sent from Bureau 3 (are neither male minority group member over 21 or female minority group member over 25) for a "qualified" slip.
3. Clients may still qualify IF they are high school graduates and married.
   a. If client is high school graduate and married, send client back to Agent 3 with a "qualified" slip, where client will pick up permission slip, affidavit.
   b. If client is not a high school graduate and married, Agent 4 will toss a die; if die comes up tails, provide "qualified" slip; if die comes up heads, client returns and must start over.

Personality of Agent 4, Bureau 4: Busy, busy, busy; Agent 4 must answer the telephone constantly, finds other work to do while clients are waiting.

Materials and supplies:

QUALIFIED SLIP

1 DIE TO TOSS

QUALIFIED FOR COFFEE AND DOUGHNUTS

____
(Agent 4's initials)

Agent 5, Bureau 5

Function of Bureau 5: To provide help for clients in going through "Coffee Bureaucracy."

NOTE: Such help may not be offered; information provided, services offered IF AND ONLY IF CLIENTS REQUEST HELP.

Instructions:

1. Agent 5 reads quietly; IF asked for help, services, Agent 5 explains "what to do" and offers services to client (a personal tour).
   - a. Client must have:
     "tie"/"gloves"; pen
   - b. Clients must know:
     name, address, phone number and Social Security Number
   - c. Clients must expect:
     If not a member of a minority group (male, over 21, female, over 25) OR a high school graduate and married, to be sent back to start over, (if "heads" comes up on coin toss).
2. Instructs clients that if a minority group member, starts at Bureau 3, rather than 1 or 2;
   If not a minority group member, but a high school graduate and married, to start at Bureau 4, asking for an "Aye" Appeal Slip; if neither, start at Bureau 4, ask for an "Aye" Appeal Slip, and be guided by the coin toss (the coin can't come up "heads" forever).
3. Offers personal services in taking client through.

Personality of Agent 5, Bureau 5: Pleasant; impersonal; provides facts; is appropriately sympathetic.

Materials and supplies: None.

EXAMPLE OF FORM: EMPLOYMENT AGENCY

OPPORTUNITIES INDUSTRIALIZATION CENTER (OIC)
516 East Alisal, Salinas

424-0665 (Maria Aguilar)

ELIGIBILITY REQUIREMENTS
--must be 17½ years of age or older
--no education requirement
--must be a farmworker or unemployed or unskilled or on welfare
--OIC tries to get applicants to set up their own income (welfare, unemployment, social security)

TRAINING OFFERED
--OIC will teach trainee English, if needed
--remedial classes
--vocational training in:

Salinas
auto mechanics
diesel mechanics
grocery checking
office skills

Gilroy
welding
plant maintenance

San Jose
auto mechanics
body and fender
drafting
electronic assembly
electronic technician
key punch
grocery checking
machinist/operation
office skills
welding

BENEFITS OFFERED
--if trainee is not receiving other funds, he can get $27 per week
--free job placement after completion of program

LOCATION: Salinas, Gilroy, San Jose

DURATION OF PROGRAM: 4 to 9 months

Application forms can be obtained from Joan Smith.

Adapted from a currently used referral form, Monterey County, California

THREE POINTS OF VIEW

Three friends meet and begin to discuss a very exciting TV program that all had seen the previous night.

The program had centered around the usual boy/girl situation. A very young couple, high school students, had attended an unchaperoned party, and being very much in love, the inevitable happens. The moon, some forbidden drinks, being alone--the young couple face temptation, and fail.

To make a long story short, the girl discovers that she is pregnant--what to do? The boy's solution is to run away to be married, and this is what they do. When they call both sets of parents, the boy and girl find they are not welcome at their former homes; the parents are furious.

After marriage, the girl feels estranged from her friends; the young man must give up an opportunity to attend college on an athletic scholarship (to work after school to support his wife and coming child). As a result, their married life leaves much to be desired. They find themselves living in an ugly little room, with very little money, not knowing how to cope with the problems they now face.

After seven months, the girl miscarries and is very seriously ill. With her recovery, they face the facts that they have married for the sake of the baby they have lost; they have very little hope of financial security in the future; the boy yearns for college and his friendships with his teammates; the girl is unhappy with the drudgery and loneliness she finds; she misses the companionship of the girls with whom she had grown up. She, too, misses the carefree life she enjoyed as a high school teenager.

In the discussion that the three friends have, one says,

(View 1) "You never know! A couple like that will find happiness after all--probably she will work his way through college and they'll be rich and have more children, the whole works. Sure, their folks were mad, at first, but they really love their kids, I bet they'll help them out. Things have a way of turning out for the best."

The second individual replies:

(View 2) "Yeah, but had you ever thought how much they really deserve what they're getting? She probably wanted to marry the guy and was willing to get pregnant just to "get" him. She was counting on being taken advantage of--what a stupid guy to fall for something like that. I don't blame their folks for getting mad--what did those kids expect, roses? The sooner they realize it's every person for himself, the better off they'll be."

(View 3) "I disagree with you both," answers the third individual. "These kids are the result of what happens, given the right circumstances. A guy just naturally can't help himself--he's born to act the way this kid did--to "take advantage," if you want to call it that. The girl's mother probably unconsciously promoted the old manipulation game--she manipulated the father and the girl grew up thinking that was the way to act.

We are what we are. With the same parents and the same opportunities, who knows what we would have done? It isn't so much that the kids deserved to be unhappy, but that they had been carefully taught that what they did was wrong, and so they felt unhappy--a result of the kind of people they were, and how they had been taught."

Learners are to fill in the lines provided with comments about how each individual appeared to view human individuals; provide "three points of view."

View 1: ____

____

____

____

View 2: ____

____

____

____

View 3: ____

____

____

____

CHECKLIST FOR OBSERVATION

Name of observer:______________________________ Date:______________

1. Situation: Briefly describe the area observed. Begin with:

______________________ ______________________ ______________________
(Name of area; for example, Bus Station) (Address of area) (Time of day)

Also, try to estimate the number of people in the area; for example, 1-10 people would be "a few"; 20-50 would be a "roomful"; 100 or more would designate a "crowd".

____

____

2. The individual observed:

a. Basic characteristics
   1. Estimated age ______(Young adult; middle aged; older adult; elderly)
   2. Possible cultural heritage: ______________________
   3. Sex ____________
   4. Talking with own age group: Yes_____ No_____
      (If no, To children? Yes___No____; To elderly? Yes___No____;
      Other? __________)

b. Physical characteristics
   1. Estimated height: tall average short
   2. Estimated weight: thin average heavy
   3. Observable handicaps (such as limping; bandaged hand; blind.) List.
      ____

c. Nonverbal communication - Individual expresses feelings without speaking by: (check number best describing the individual observed)
   1. Facial expression: displeased, angry — neutral — pleased, pleasant
      1 2 3 4 5 6 7
   2. Bodily action: unmoving, relaxed — unmoving, tense — moving, active
      1 2 3 4 5 6 7

d. Verbal communication - Individual expresses feelings through speaking by: (check number describing individual observed)
   1. Sound of voice: louder than "normal" — "normal", neutral — softer than "normal"
      1 2 3 4 5 6 7
   2. Intonation: trying to "please" — "normal" — unpleasant, angry
      1 2 3 4 5 6 7

3. Tempo:

	slow hesitant		moderate, (average)		fast words tumble out	
1	2	3	4	5	6	7

4. Meaning:

	argumentative		shares views, accepts views		persuasive, pleasant attempt to change others	
1	2	3	4	5	6	7

5. Repetition:

	very little		some			much
1	2	3	4	5	6	7

(Give example of repeated word or phrases: ______________________________

____

6. Geographic/ethnic identification through speech:

	cross cultural/ geographic identification clearly shown		possible cross cultural/geog. identification shown		no cross cultural/geog. identification shown	
1	2	3	4	5	6	7

7. Speech in individual's own words: Quote the individual's own words in order to provide an example of the situation and the individual's reaction in conversation to the experience observed:

____

____

____

5. Your own evaluation of the observer:

I think the person I observed was ______________________________

____

6. Would you like to meet this individual as a friend, and get to know more about the feelings expressed, or that you thought you observed as expressed? Why? Why not? (Please give a reason for your answer in one short sentence.

____

* * * * * * * *

In view of the short experience in observation and the discussion centered on "Behavior: A Mirror of Self," are you beginning to see how careful the Housing Management Aide must be in listening carefully, spending time to understand the values, goals and feelings of your clients? Above all, are you learning not to "jump to conclusions"?

Be prepared to share this experience with class members.

Case Study: Recording My Work

At nine-thirty this morning, a call came in from Multiple Housing East; it was from a neighbor of Mrs. LaVidio's, calling in to say that the LaVidio family had still not cleaned up the garage and garden area and that the children had been playing around the apartment building and grounds, dirty, fighting, and without any apparent supervision, during school hours.

I went out to see Mrs. LaVidio; three of the children, Bob, John and Mary, were on the playground throwing orange rinds all over the area. I knocked at the door. Mrs. LaVidio opened the door, and seemed surprised to see me, although I had called her that I was planning to stop by. She wore a housecoat and her hair was still in curlers - she appeared to be sleepy and perhaps had not been up very long.

I told Mrs. LaVidio that it was time to see how she and her family weregetting along after the move into the multiple housing area two weeks ago. I wondered if there was any way in which I could be of service to her.

Mrs. LaVidio invited me into her home and we sat in her living room. She said that everything was really alright, except that she thought she had some awfully nosy neighbors, and that the "kids weren't very frinedly, either." She also said that she had not been able to manage her house very well because the children had all been sick with colds. Mrs. LaVidio complained that she herself felt hot and tired all of the time; that she hadn't been able to eat very much, and had had trouble trying to get her children to help her. Mrs. LaVidio started to cry.

I suggested to Mrs. LaVidio that---

(Make a report on this hypothetical visit, putting it into record form; add the suggestions you think are appropriate for Mrs. LaVidio at this time; what kind of services could you as Housing Management Aide provide for Mrs. LaVidio? In your assessment of the situation, do you feel that you should refer this particular case to the Housing Manager? Justify your decision.)

Appendix A
Strategy 4.1.1

THREE FAMILIAR PROBLEMS

(Case Studies)

1. It is always Ann's task, as the fourteen-year old member of the family, to clear the table, scrape, wash and dry dinner dishes and pots and pans. Ordinarily, Ann doesn't mind this task at all; but tonight, the neighbor who depends on Ann for baby-sitting with her year-old toddler has called; an emergency has arisen...can Ann come over right away to stay with little Josie for about two hours?

   Two minutes later, Roger calls Ann on the phone...Roger! Ann had secretly hoped, but never thought he really would call. He wants to come over for about an hour "to get to know her better." Ann knows that the probability is that Roger will ask her to the all-important Deb Dance, coming up in two weeks.

   Mrs. Wirth, Ann's mother, doesn't know just what to tell Ann; she knows how important both Roger and the baby-sitting job are. She herself will be away from home; she must attend the P.T.A. Board Meeting, of which she is President.

   Ann turns to her mother, her eyes dancing. "Mom," she pleads...

   What do you think her mother will say?

   What decision do you think Ann should make, and why?

2. John and Nicolle are a young couple who have been married for about six months. Nicolle looks around their small apartment. It is so wonderful to have a home of your own, to be married to a wonderful man like John. How lucky can a girl be! Of course, right now the place needs a thorough cleaning. How very lucky it was that tomorrow would be Saturday, when she and John would share household tasks, getting the house in order for the week.

   Nicolle thought about her friend Lucy whose husband never helped her at all with cleaning up; Lucy's husband seemed all thumbs when it came to working in the house. Of course, Lucy's husband worked many more hours than Lucy did. How differently she and John had worked things out, thought Nicolle, luxuriously. Nicolle was so glad that the School Board had called an Administrative meeting and that she had this "extra day."

   What should she do with it? Start the weekly cleaning? Sew? Oh, she was so tired. Maybe just going in and working on the sweater she was making for John as a surprise would be good; that way, she could turn on the T.V. curl up, and still feel that she was accomplishing something. Heaven! Then, she and John could have the leftovers for tonight's dinner, and they would tackle the house together tomorrow.

And so passed a very relaxing day for Nicolle. At about 4:00 p.m., John called. "Hi, Nick, my love! Guess what great break I got? You remember my telling you about Bob, who is the Junior Executive Director of Personnel at the Kansas City Branch Office? Well, he flew in this afternoon, and he has a great opening for me in their division. I'm bringing him home for dinner in about thirty minutes, honey; I've told him about our great little apartment and what a good cook I married, as well as a first class woman/wage earner/teacher" (this was their standard joke). Nicolle tried to stop the flow of his words: "John! You can't! The house is a mess, and I was going to give us those dried up leftovers for dinner...not tonight, John...please....We just aren't ready for company..." Nicolle's voice was cut off, John's voice broke in:

"Hey, baby, that's not like my girl! Bob is right here, we need to talk business. Bye, now. Don't worry about a thing. See you in about half an hour; I'll bring some steaks, salad stuff and wine. You just look your prettiest self, and sit tight. Baby, this is the break we've been waiting for...see you, and tell you all about it!" John's happy voice was shut off by the final click of the telephone receiver.

Nicolle looked around the room; how could John do this to her, to them? Nicolle started to straighten the living room...look at the dust! Then, she thought she'd just check the refrigerator. She opened the refrigerator door as if she expected, miraculously, to find the beginning of a really good dinner...but no, the limp and slightly dried leftovers were there, and a suspiciously nasty smell, too. Had she, they, forgotten to throw out some food somewhere? Oh, what to do? The dishes soaking in the sink wouldn't take much time...but oh, she had just aired and thrown back the bed, and the bathroom...a mess. What to DO?

3. Mrs. Rutherford glanced with satisfaction around their new, two-bedroom condominium, built, as it was, on the edge of the city's nicest public golf course. So convenient for her good old Joe; and for her, too, of course. How nice it really was to have moved out of the old house, with its four, large bedrooms, three baths, and...so much space, calling for cleaning, cleaning, cleaning. She thought, with a twinge, about the row of hollyhocks she had planted along the back fence at "home." They would be blooming for the first time this spring...But this new place gave her and Joe so much more time just to be together. Joe had really been looking,well, tired and like an old man, these last few months. This really had been a wise move.

   And now, with the grandchildren coming to spend the weekend, with joyous plans for using the condominium pool and then the trip to the nearby park... really, it was amazing how things finally did work out for the best, if you put your mind to it. Mrs. Rutherford sighed happily. There was only one thing left to do: she must get Joe to help her move the old, heavy doll house (the one he had built when their own Cathy was small; it was almost too big for a small child; well, maybe that was why all her children, and now, the grandchildren, loved it so). It needed to be moved from the garage up the stairs to the roomy terrace off the living room. Then, everything would seem truly like "home."

Joe came in from work at his office; he really looked tired, thought Mrs. Rutherford, worriedly. She'd just wait until after dinner to ask him to move the doll house, when he'd had a chance to relax.

"You look like you have enjoyed your day, Cee. I told you it would be this way. Heard from the kids?"

"Oh, Joe, Bill called; he is going to make a business trip through here, and he is planning to drop off Cathy and little Bill to stay with us for the weekend. Isn't that nice?"

"Hey, gal, have you forgotten my golf date in the morning? Remember, one of the reasons we moved was to give us more time for doing the things we really like to do. I thought you were planning to go with me and get to know some of the ladies?"

Mrs. Rutherford nodded her head, guiltily. "But Joe...the children... they need us, too. It would really help Bill and Judy to let us have Cathy and little Bill for the weekend; and you know how much you enjoy them. It will make this condominium really seem like "home"...oh, it's not that I don't like the move. I do miss the children, though. I'd planned a park picnic for us. And all we have to do to get ready for them is to bring up the old doll house...I'll help!"

Joe shook his head. He had really been looking forward to the golf game, the walk in the open, hitting a good drive, being with his friends. Sure, he loved the kids; but he loved Cee, too, and it had seemed that they needed to begin a new life, just the two of them, as it had been for a short time at the beginning of their married life together. The kids were young, while he and Cee...well, they sure weren't old, but, who knew how much time they would have together? Couldn't Cee understand that? What should he do?

* * * * * * * * * * * * * * * *

In considering the case study you have been given:

What additional information, if any, do you think is needed in order to come to a decision?

____

____

____

Appendix A
Strategy 4.1.3

TOPICAL OUTLINE: SOLVING PROBLEMS

I. Statement of the problem:

A. Components of the problem (what makes it a problem?):

B. Conditions contributing to the problem:

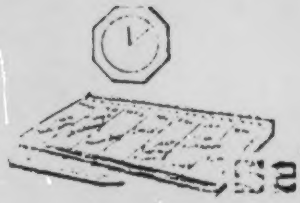
II. Restatement of the problem: (after considering components and conditions, restate the problem as you see it)

III. List solutions (alternatives):

1. ____________ 2. ____________
3. ____________ 4. ____________

IV. Choosing a "best" solution:
A. List solution to try first: ____________
B. Consider forces affecting solution:

		Positive Force →	+ Satisfactory	− Solution ← Negative Force
Components of problem	1			
	2			
	3			
	4			
Conditions contributing to problem	1			
	2			
	3			
	4			



INFORMATION ON setting up a workable schedule

How to Plan Your Work

- Your particular situation affects the way you go about your housekeeping duties. Everyone does not go about things in the same way.
- Some housekeeping jobs—like washing windows and curtains—need to be done only occasionally. Some cleaning should be done every week. There are jobs, like washing dishes, which need doing every day. When you do these jobs depends on you.

> If you work, your schedule is different from that of a person who is home all day. You have to plan some jobs for hours or days off. If you divide up the jobs you can do before or after work, you won't be faced with a lot of jobs to do on your precious days off.

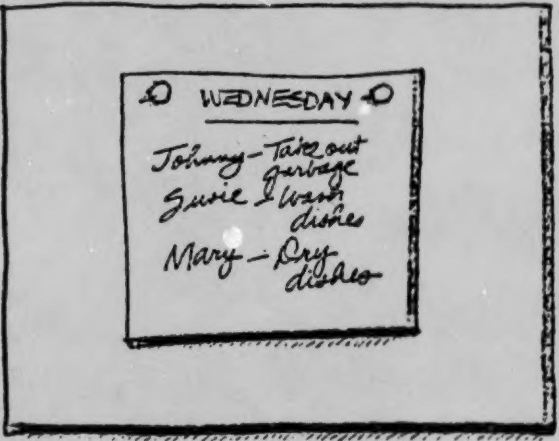
- If you have young children at home, try to do some housekeeping while they are taking naps. Or when awake, a baby can be brought from room to room while you are cleaning, so you can talk to him. Your child will enjoy the change of scenery.
- There are some people who, because of age or health, should not try to do too much at once. It is a good idea for them to do a little at a time, with some stops for resting.
- If someone in the family is sick—it is important for everyone in the family to pitch in. That way, the jobs which need doing won't pile up. If mother is sick it is especially important.
- Where you live influences your schedule. If you live in a hot place, try to clean early in the morning or late in the afternoon when it is cooler. If you live in a sooty city, you need to clean more often than if you live in the country.

This Way to a Better Home, Soap and Detergent Association.

INFORMATION ON
setting up a workable schedule

In a family, only through the cooperation of everyone can a plan be carried out. If your son has the task of keeping his room clean and taking out the garbage, he might think twice about messing up his room and leaving trash. Your daughter will have a different outlook if she learns at an early age to respect her home and possessions. Later, she can take on the job of doing small things like sweeping the kitchen floor or dusting to help mother. Father can help with some of the heavier jobs like washing windows, polishing floors and moving furniture.

○ Discuss all the jobs that must be done in your home with everyone in the family. Delegate responsibilities according to the ability of each person. Also, when they are available to do the job. Give everyone an opportunity to participate.

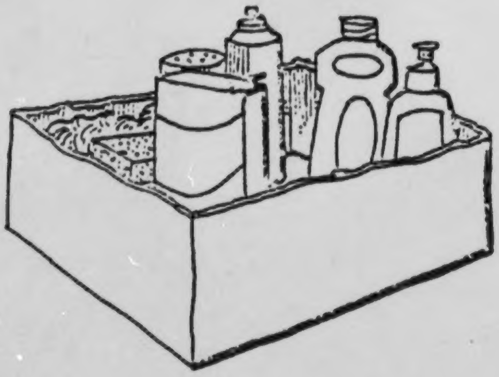


○ Discuss jobs with everyone. School-age children can perform their duties after school and on the weekend. If a child doesn't go to school, this doesn't mean he should do nothing. Teaching him to pick up toys or papers helps. Change job responsibilities as children get older.

○ Ways to Save Time and Energy

- Limit the number of "special" jobs you take on at one time—cleaning kitchen cabinets. for example. If you try to do everything at once you'll need a vacation after just one day.

In a basket or box, gather things that are needed for each job or for each room. That way you will have all of the cleaning equipment you need right where you need it and you won't have to keep making trips back and forth for supplies.

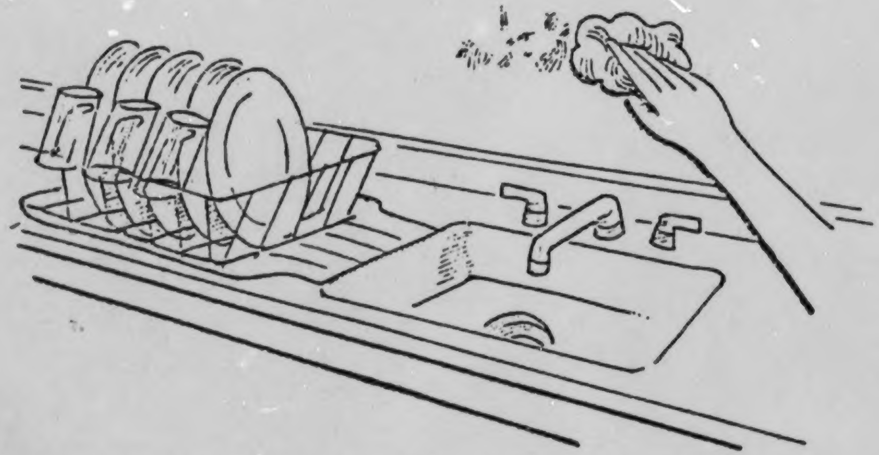


- **Clean tools and store them. Swish sponges in clean water and soap or detergent. Wash dirty mop heads and dust cloths immediately after using.**
- **Finish one job before you start another. For example, wash all of the dishes before you start to sweep the kitchen. For occasional cleaning like washing all of the windows, plan to clean only as many as you can in the time you have.**
- Plan to do one room at a time. Start by moving all of the furniture to the center of the room—or away from one wall at a time. First. take down curtains and clean windows and sills, then wash walls and the floor around the outside of the room. Wash and polish furniture and move it back into place.

Setting up a Schedule

- Change your schedule to suit your needs. If it is a great day for a picnic but it is also "laundry day," perhaps you should go on the picnic. The laundry can wait one more day. If you have been doing your housekeeping regularly, one day off won't make a big difference.

- Clean as you go to avoid big cleanups. When you make the beds, put away clothes that are scattered around the bedroom. After you wash dishes, check the kitchen so you can wipe away spills and finger marks on walls while you have a sponge or cloth in your hand.



- Do "special" jobs only once in a while. These are jobs like washing windows, washing woodwork or cleaning out closets. People used to do these things when "spring cleaning" or "fall cleaning." But many people today think it is easier to do one big job every few weeks rather than saving them for one giant cleanup at the start of a new season.

This may help in developing your plan: Write down all of the things to be done. Each person's list differs. Use a list that suits you and your family. Now divide the jobs into those which should be done daily, weekly, and just once in a while.

- Sample schedules are included in this chapter.

MANY HANDS EQUAL LIGHT WORK OR WHOSE JOB?

Relating age to possible family members as a factor in work distribution when planning a workable schedule for household maintenance.

Age groups: 5 to 10 years old
11-15
16-40
41-55
56+

Instructions to learners:

In the columns beside each cleaning task, check all the age groups capable of doing the following cleaning tasks:

LIVING ROOM CLEANING SCHEDULE

TASKS	Developmentally capable; if present in family, may be performed by individuals in these age groups.				
DAILY	5-10	11-15	16-40	41-55	56+
Pick up and throw old papers, cans wrappers, etc., away.					
Put books, toys, and things where they belong.					
Put dirty dishes in the sink to be washed.					
Empty and clean ashtrays.					
Clean floor or rug, if necessary.					
Dust furniture, if necessary.					
WEEKLY					
Wash spots and finger-marks off walls and woodwork					

TASKS	Developmentally capable; if present in family, may be performed by individuals in these age groups.				
WEEKLY	5-10	11-15	16-40	41-55	56+
Wash spots and finger-marks off walls and woodwork.					
Dust furniture.					
Dust lamps.					
Vacuum furniture upholstery.					
Vacuum floor and rugs.					
OCCASIONALLY					
Take down curtains and blinds or draperies; wash/dry clean.					
Wash windows and screens.					
Wash walls and woodwork.					
Take down light fixtures; wash fixture and light bulb.					
Wash lamps/clean lamp shades.					
Clean knickknacks, pictures, mirrors.					
Shampoo upholstery.					
Wash and polish furniture.					
Clean radiators, heater openings, etc.					
Wash and wax floors.					
Shampoo rugs.					

Appendix A
Strategy 4.3.2

BEDROOM CLEANING SCHEDULE

TASKS	Developmentally capable; if present in family, may be performed by individuals in these age groups.				
DAILY	5-10	11-15	16-40	41-55	56+
Air and make beds.					
Put soiled laundry in hamper or laundry bag.					
Put books, toys, papers away.					
Empty wastebasket.					
Clean floor or rug, if necessary.					
Dust furniture, if necessary.					
WEEKLY					
Change bed linen.					
Wash spots and smudges from walls and woodwork. woodwork.					
Dust lamps.					
Dust furniture.					
Mop floors.					
Vacuum rug.					
Clean mirrors.					

Appendix A
Strategy 4.3.2

TASKS	Developmentally capable; if present in family, may be performed by individuals in these age groups.				
OCCASIONALLY	5-10	11-15	16-40	41-55	56+
Clean drawers and closets; discard things you don't use anymore.					
Turn mattress; wash mattress cover and pillows.					
Wash blankets and bedspreads.					
Take down curtains/blinds or draperies; wash/dry clean.					
Wash windows and screens.					
Wash walls and woodwork.					
Take down light fixtures/wash fixture and bulb.					
Wash lamps and clean lamp shades.					
Clean knickkacks and pictures.					
Wash and polish furniture.					
Shampoo any upholstered furniture.					
Clean radiators/heating ventilators.					
Wash and wax floors.					
Shampoo rugs.					

Appendix A
Strategy 4.3.2

KITCHEN CLEANING SCHEDULE

TASKS	Developmentally capable; if present in family, may be performed by individuals in these age groups.				
DAILY	5-10	11-15	16-40	41-55	56+
Put food and supplies away after using them.					
Wipe off table.					
Wash and dry dishes; put them away.					
Wipe range and refrigerator.					
Wipe off all small appliances used.					
Sponge smudges off walls, woodwork, chairs, etc.					
Clean sink.					
Sweep/damp mop floor.					
Empty and clean trash or garbage cans.					
WEEKLY					
Clean range and oven thoroughly.					
Wash refrigerator; defrost, if necessary.					
Scrub and wax floor.					
Wash and disinfect garbage cans.					

TASKS	Developmentally capable; if present in family, may be performed by individuals in these age groups.				
OCCASIONALLY	5-10	11-15	16-40	41-55	56+
Take down curtains/blinds; wash.					
Wash windows and screens.					
Empty kitchen cabinets, wash them out and put things back clean.					
Take apart appliances--toaster, broiler, etc. clean thoroughly.					
Clean kitchen walls and woodwork.					
Scrub kitchen/dinette chairs and table thoroughly.					
Take down light fixtures; clean fixtures, bulbs.					
Clean radiators/heating ventilators.					
Remove floor wax, wash floor, rewax.					

BATHROOM CLEANING SCHEDULE

TASKS	Developmentally capable; if present in family, may be performed by individuals in these age groups.				
DAILY	5-10	11-15	16-40	41-55	56+
Wash sink and tub after use.					
Wipe off mirror.					
Empty wastebasket.					
Change towels and washcloths.					

TASKS	Developmentally capable; if present in family, may be performed by individuals in these age groups.				
WEEKLY	5-10	11-15	16-40	41-55	56+
Scrub sink and tub.					
Wash tile.					
Wash soap dishes, toothbrush holders, other accessories.					
Clean mirror(s).					
Scrub toilet bowl, toilet; disinfect.					
Mop floor.					
Check, change bathmat; wash bathroom rug, if dirty.					
OCCASIONALLY					
Take down curtains/blinds; wash.					
Wash windows and screens.					
Take down light fixtures; wash fixtures, bulbs.					
Clean radiators/heating ventilators.					
Wash shower curtain/shower doors.					
Clean out medicine cabinets; throw away old medicines.					

WHAT IF?

In reading over the case of the Clarence Brown family, what would happen to plans for keeping the home confortable and orderly if:

-they have moved into a three bedroom multi-dwelling?

-Sue has taken a half-day working position at a nearby J. C. Penney's store to help earn money to purchase new furniture; her hours at the store are from 11:00 a.m. to 2:30 p.m.

-Sally and Jim leave for school at 8:45 a.m., but Jim's school is over at 2:00 while Sally attends until 3:00?

-they have been scheduled to use the laundry facilities Monday and Wednesday from 1:00 to 3:00?

-Clarence leaves at 7:00 in the morning and arrives home at 5:30 p.m., at which time he wants to sit down to a hearty dinner? (He likes to work in the early evening: 7:30 to 9:00 p.m.)

Appendix A
Strategy 4.3.3

SETTING UP A WORKABLE SCHEDULE

Bedroom Cleaning Schedule

DAILY

- Air and make beds
- Put soiled clothes in hamper or laundry bag
- Put books, toys, and papers away
- Empty wastebasket
- Clean floor or rug, if necessary
- Dust furniture, if necessary

WEEKLY

- Take off dirty sheets, put on clean ones
- Wash spots and smudges from walls and woodwork
- Dust lamps
- Dust furniture
- Mop floors
- Vacuum rug
- Clean mirrors

OCCASIONALLY

- Clean drawers and closets. Discard things you don't use anymore
- Turn mattress; wash mattress cover and pillows
- Wash blankets and bedspreads
- Take down curtains and blinds or shades; wash
- Wash windows and screens
- Wash walls and woodwork
- Take down light fixture; wash it and the bulb
- Wash lamps and clean lamp shades
- Clean knickknacks and pictures
- Wash and polish furniture
- Shampoo any upholstered furniture
- Clean radiators
- Wash and wax floors
- Shampoo rugs

A-78

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Living Room Cleaning Schedule

DAILY

- Pick up and throw old papers, cans, wrappers, etc., away
- Put books, toys, and things where they belong
- Put dirty dishes in the sink to be washed
- Empty and clean ashtrays
- Clean floor or rug, if necessary
- Dust furniture, if necessary

WEEKLY

- Wash spots and finger marks off walls and woodwork
- Dust furniture
- Dust lamps
- Vacuum furniture upholstery
- Mop floor
- Vacuum rugs

OCCASIONALLY

- Take down curtains and blinds or shades; wash
- Wash windows and screens
- Wash walls and woodwork
- Take down light fixture; wash it and the bulb
- Wash lamps and clean lamp shades
- Clean knickknacks, pictures, and mirrors
- Shampoo upholstery
- Wash and polish furniture
- Clean radiators
- Wash and wax floors
- Shampoo rugs

Kitchen Cleaning Schedule

DAILY

Put food and supplies away after using them

Wipe off table

Wash and dry dishes; put them away

Wipe stove and refrigerator

Wipe off toaster, can opener, or any other small appliances used

Sponge smudges off walls, woodwork, chairs, etc.

Clean sink

Sweep or damp mop floor

Empty and clean trash or garbage cans

WEEKLY

Clean stove and oven thoroughly

Wash inside refrigerator – defrost if needed

Scrub and wax floor

Wash and disinfect garbage cans

OCCASIONALLY

Take down curtains and blinds or shades; wash

Wash windows and screens

Empty kitchen cabinets, wash them out and put things back clean

Take apart appliances – toaster, broiler, etc., and clean thoroughly

Scrub kitchen chairs and table

Wash walls and woodwork

Take down light fixture, wash it and the bulb

Clean radiators

Remove floor wax, wash floor, and rewax

Bathroom Cleaning Schedule

DAILY

Wash sink and tub after use

Wipe off mirror

Empty wastebasket

Sweep or mop floor

Check towels and washcloths; change those that are dirty

WEEKLY

Scrub sink and tub

Wash tile

Wash soapdish, toothbrush holder, and any other accessories

Clean mirror

Scrub toilet and toilet bowl; disinfect bowl

Mop floor

Check bathmat or rug and wash if dirty

OCCASIONALLY

Take down curtains and blinds or shades; wash

Wash windows and screens

Wash walls and woodwork

Take down light fixture; wash it and the bulb

Clean radiator

Wash shower curtain

Clean out medicine chest. Throw away old medicines

GIVING A DEMONSTRATION: THE FOUR P'S FOR PERFECTION

(Simple Demonstration Techniques)

Demonstration defined: to explain and show how something works (is done).

Actually, a demonstration is a way in which individuals learn from a demonstrator, who goes through a well-planned and practiced "show and tell" procedure.

The Four P's for a Perfect Demonstration:

1. Preparation: It is essential to look up all available information on the subject of your demonstration.

   a. Information sources:

      (1) Instruction booklets on care/use/cleaning which accompany most commercial products. (Warranty or guarantee information is also included in instruction booklets.)

      (2) Library.

      (3) Resource people (for example, a representative from a store selling the product may be a source of information for you).

   b. Organizing information:

      (1) List information in two columns: "Essential" and "Nice to Know."

      Essential information must be presented in a logical sequence, and emphasized. "Nice to Know" information may be used to fill the lull in your talking, when your hands are busy and it is not yet time to make the next logical and essential point.

2. Planning: Careful planning is an important key in providing a demonstration satisfying to both you and your audience. The correct sequence, or logical procedure, is developed by planning.

   a. Outline the entire demonstration from start to finish. Head the outline with a short sentence stating the purpose of your demonstration. The purpose, when read, serves as an INTRODUCTION. Recheck your outline for logical sequence.

   b. Using a 4" x 6" card, list all necessary materials, equipment, supplies you will need. Label this card, TRAY CARD. (Don't forget such items as trays, means of cleaning up as you go, etc.)

   c. Using as many 4" x 6" cards as you need, copy your outline. Begin with the purpose. Underline the essential information with a red pen. Number these cards in the correct order of their use.

d. Using a 4" x 6" card, summarize the demonstration briefly. Write "Are there any questions?" on the bottom of the summary card to remind you to end your demonstration with a short question/answer period.

e. Using 4" x 6" cards, list the "nice to know" information; use an easy to read but different color ink from the outline cards; keep them to one side of your demonstration area, but in easy view or reach. Nice-to-know information fills in the lull or silence.

3. Practice: Probably practice is the single most important of the 4 P's.

   a. Using the card on which you have listed all needed materials, equipment supplies, gather them together at one time. (a tray or basket is helpful for this)

   b. Timing yourself, go through the entire presentation. List time needed.

   c. Practice until you feel comfortable and sure of yourself and of the demonstration.

4. Presentation: Remember that everyone in the audience accepts you and wants to find out what your demonstration is all about.

   a. Look your best. Neatness, cleanliness and appropriate clothing are noticed.

   b. Smile!

   c. Keep talking; an audience needs talking to keep their attention focused on your demonstration. You are "teaching" through both eyes and ears. Demonstrators tend to forget the importance of hearing the demonstrator speak. (Use the "nice to know" information, as suggested.)

   d. Summarize the demonstration; provide for a question/answer period.

LEARNERS' DEMONSTRATION/OBSERVATION CHECKLIST

Name of this demonstration: ______________________________

Name of demonstrator: ______________________________

The purpose of this demonstration is: ______________________________

____

Materials/Equipment Used:

1. ____________________ 4. ____________________

2. ____________________ 5. ____________________

3. ____________________ 6. ____________________

Steps in This Demonstration:

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

Important Information Provided:

____

____

____

(On a scale from 1 to 7, with 7 equalling "Excellent," evaluate this demonstration by circling the appropriate number.)

Preparation: Demonstrator provided essential information concerning the the demonstration; appeared knowledgeable in subject matter.

Needs to Improve			Good		Excellent	
1	2	3	4	5	6	7

Planning: Demonstrator had everything ready; did not have to interrupt demonstration to get other equipment, supplies.

Needs to Improve   Good   Excellent

1   2   3   4   5   6   7

____

Practice: Demonstration proceeded smoothly; demonstrator appeared posed.

Needs to Improve   Good   Excellent

1   2   3   4   5   6   7

____

Presentation: Demonstration proceeded in logical order; no awkward silences during demonstration; used an appropriate introduction and summary.

Needs to Improve   Good   Excellent

1   2   3   4   5   6   7

____

Name of Evaluator: ____

OUTLINE FOR DEMONSTRATION

Demonstration: How to Fix a Leaky Faucet

(Note: Only partial outline given)

1. Introduction

   A. Reasons for immediate home repair.
      1. Leaking faucets waste water/increase water bills.
      2. Dripping faucet may cause water stains in sink.
      3. Constant dripping is annoying.
      4. Ease of repair.

   B. Comment and show materials and supplies needed for faucet repair.
      1. A box of assorted washers.
      2. A screwdriver (check screw head; may need a Phillips screwdriver, a screwdriver with a cross (+) on top.
      3. An adjustable wrench.

   C. Steps in demonstrating:
      1. Turn off water at shut-off valve under sink; turn on faucet until all water stops running. (May need to turn off both hot/cold shut-off valves; check to see.)
      2. Loosen packing nut with wrench. Show how to adjust wrench size.
      3. Remove screw holding old washer at bottom of valve unit.

(4" x 6" card)

Demonstration: How to fix a leaking faucet. 1.

Introduction: reasons for immediate home repair, waste of water increases cost; causes stains; annoying; easy to repair.

Show materials, equipment needed: washers, assorted; screwdriver (explain Phillips, if necessary); adjustable wrench.

Steps:
1. Turn off water under sink.
2. Loosen packing nut, (show how to adjust wrench).
3. Remove screw.
4. Put in new washer (show how to measure); replace screw.
5. Put valve unit back in faucet; turn handle to correct position, (warn not to mix H and C handles).
6. Tighten packing nut.
7. Turn on water at shut-off.

An example of demonstrator's card, with essential information underlined. Note number 1 in corner.

SUGGESTED EVALUATION FORM: DEMONSTRATIONS

Instructions: This sheet may be used as a self-evaluation device for learners; it provides a basis for teacher suggestions for improvement.

Learner's name: ______________________ Date: __________

Title of demonstration ______________________

	Needs to Improve	Good	Excellent
Demonstrator: a. Appearance (1) Neatness			
(2) Confidence			
b. Voice			
Demonstration: a. Introduces subject appropriately; gives reasons for the demo.			
b. Knowledge of subject			
c. Correlation of subject matter and manipulation			
d. Summary (complete)			
e. Provides a question/ answer period			
f. Organization (1) Equipment arrangement			
(2) Order of work			
(3) Clean up			
g. Manipulation (1) Skill and speed			
(2) Working habits			
h. Results (1) Accomplishment of purpose			

Appendix A
Strategy 5.4.2

LEARNER SURVEY SHEET: APPLIANCE INVENTORY

Name of learner ____________________ Date ________________ Shopping area ________________

Person checked for equipment needs: M F (Circle appropriate letter)

Equipment list:	HAVE IN HOME	PLAN TO PURCHASE	WOULD USE IF AVAILABLE	PREFERRED MAKE	USE INSTRUCTION BOOK			DO NOT USE: WOULD NOT PURCHASE
					Never	Sometimes	Always	
LARGE (attached)								
washer								
dryer								
gas								
electric								
range								
gas								
electric								
refrigerator								
garbage disposal								
dishwasher								
SMALL (portable)								
radar range								
electric grill								
waffle iron								
toaster								
blender								
mixer								
outdoor barbecue								
gas/electric								
charcoal								
vacuum cleaner								
tank								
upright								
electric floor scrubber/waxer								
OTHER (list)								

KNOW YOUR APPLIANCES: CARE, USE, WARRANTY

Appliance: ____________________ Manufacturer: ____________________

	GENERAL FEATURES	SPECIAL FEATURES (double use: other)	SAFETY FACTORS	DANGER FACTORS
USE				
CARE				
WARRANTY TERMS				

Learners' names: ______________ ______________________

______________ ______________________

INFORMATION ON housekeeping tools

○ Cleaning Products

- There are cleaning products on the market today for every job in the house. Before you buy special cleaners which will do one job, see if you can find an all-purpose cleaner to do many jobs and save you money. Compare costs of different types of products.
- Here is a list of products that help to keep your house clean. Of these, the all-purpose cleaners, the cleansers, bleaches and detergents can be used for many cleaning jobs. Check those you think are essential:

Cleaners
- All-purpose--liquid, spray, dry
- Ammonia
- Baking Soda
- Special purpose cleaners
  - Carpet and rug--liquid and dry
  - Drain
  - Oven
  - Paint
  - Toilet bowl
  - Wallpaper
  - Window

Cleansers
- Scouring

Detergents
- Automatic dishwasher
- Light duty--granules and liquids
- All-purpose--granules and liquids

Disinfectants and Deodorizers
- Bleaches
  - Chlorine--liquid and dry
  - Oxygen--dry
- Household disinfectant products
- Household spray deodorants

Polishes and Waxes
- Floors
  - Polishing--liquid and paste
  - Self-polishing--liquid
  - Wax removers
  - Cleaners
  - Waxes
- Furniture -- cream, oil, paste
  - Cleaning waxes
  - Dust and wax sprays
  - Scratch and blemish removers
- Kitchen
  - Cleaning waxes
- Metal polishes--liquid and paste
  - Brass
  - Chrome
  - Copper
  - Silver

This Way to a Better Home, Soap and Detergent Association, New York, NY

SPECIALTY PRODUCTS

PRODUCTS MOST FREQUENTLY USED AND MOST VERSATILE FOR HOME CARE INCLUDE:

All-purpose Household Cleaners--All-purpose cleaning products are designed to clean a wide range of hard surfaces in the home. All-purpose cleaners come in three forms--crystalline, liquid, and spray.

Crystalline cleaners (example, Spic and Span) are made to be dissolved in water and are used mostly on large surface areas such as washable floors and walls.
Liquid cleaners (example, Top Job) are also mixed with water for large cleaning jobs. In addition, they may be used right out of the bottle for touch-up jobs. (Be sure to rinse after using these products full strength)
Spray cleaners are used directly from the bottle only. Like crystalline and liquid cleaners, they can be used on almost any washable surface in the home.

Cleaners (example, Comet) are powered cleaning products which contain fine particles of abrasives. The particles help to loosen stuck-on soils by scouring. Cleansers also contain a bleaching agent that attacks stains chemically and sanitizes the surface. Cleaners are such effective scouring agents that they must be used with care. Never use them on highly polished metals, silverware, or non-stick finishes such as Teflon.

Laundry Detergents (such as Tide, Gain, Cheer, Bonus, Duz) and Liquid Dishwashing Products (example, Ivory Liquid, Joy, Thrill) may be used to clean some surfaces in the home, but there will be some disadvantages in using them for general home care. These types of detergents will suds too much for most cleaning jobs, and will be difficult to rinse away. Remember too, automatic dishwasher detergents should never be used for household cleaning.

BLEACHES

A good liquid chlorine bleach has innumerable uses in housekeeping. It's bleaching and disinfecting properties are particularly needed in the kitchen and bathroom. It is ideal for disinfecting and deodorizing diaper pails. Always dilute bleach before using on fabrics. Pour carefully to avoid splashing. (Take extreme care in using chlorine bleaches because in combination with certain detergents chlorine gas, "Deadly gas," may be formed.)

INSECTICIDES

Moth and insect control depend upon cleanliness, sunshine, fresh air, and good moth and insect repellant products. These include moth crystals and sprays, insect sprays, and various hanging devices.

WAXES AND POLISHES

Waxes and polishes have many uses. They protect surfaces and often help delay heavy cleaning. There are many different types designed for specific uses. Some are to be used in furniture care, others for floor care, and still others for care of metal finishes.

OVEN CLEANERS

Products available for oven cleaning include:

1. Brush-on oven cleaning products,
2. Spray-on oven cleaning products,
3. Ammonia left in oven overnight or for an extended period to help soften grease.

Since most of the commercial oven cleaner products are extremely strong, care must be taken in their use to avoid unnecessary chemical burns. READ AND HEED THE LABEL DIRECTIONS.

METAL CLEANERS

Special cleaners for different metals are available. Some cleaning products which are prepared at home, such as salt and vinegar for copper, may also be used. Protective sprays to prevent tarnish are also available.

DRAIN CLEANERS

Drain cleaners are now available in either liquid or granular form. Be sure that the room is ventilated when using a drain cleaning product.

TOILET BOWL CLEANERS

A cleaner (such as Comet), bleaches or special products designed for the purpose may be used. NEVER COMBINE A TOILET BOWL CLEANER WITH A CHLORINE BLEACH. Toxic fumes result and may cause illness.

WALLPAPER CLEANERS

Wallpaper may be cleaned with a special dough type cleaner (available in wallpaper stores), with a gum eraser, or, if the wallpaper is washable, with dry detergent suds. Dry detergent suds are prepared by suing 1/4 cup of a light duty liquid such as Joy, Thrill, or Ivory Liquid to 1 cup warm water. Beat with a rotary beater to a stiff foam. Using only the dry suds, was the wallpaper "lightly" with a cloth or sponge.

WINDOW CLEANERS

Window cleaners may be purchased in either an aerosol can or a pump spray bottle. Windows may be cleaned also with a solution of ammonia or vinegar and polished with crumpled newspaper. (A component in the newspaper ink helps polish the windows.)

UPHOLSTERY AND CARPET CLEANERS

Special products are available for care of carpets and upholstery. They may also be cleaned with the dry suds from a detergent product. (Instructions for using dry suds may be found under wallpaper cleaners.)

Appendix A
Strategy 5.6.1

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REMOVED BECAUSE IT CONTAINED COPYRIGHTED
MATERIAL.

EXPERIMENT SHEET I

"WETTING"

Your task is to determine and explain to the class how a detergent makes water "wetter" by reducing the surface tension.

You may use the paragraph which follows as background information. In addition, a children's encyclopedia (such as World Book, Book of Knowledge, Merritt's Student Encyclopedia) will give a simple, clear explanation of reducing the surface tension of the water under the heading "water" or "detergent." (A children's encyclopedia is recommended because the explanations found in a regular encyclopedia may be more technical than needed.)

BACKGROUND INFORMATION:

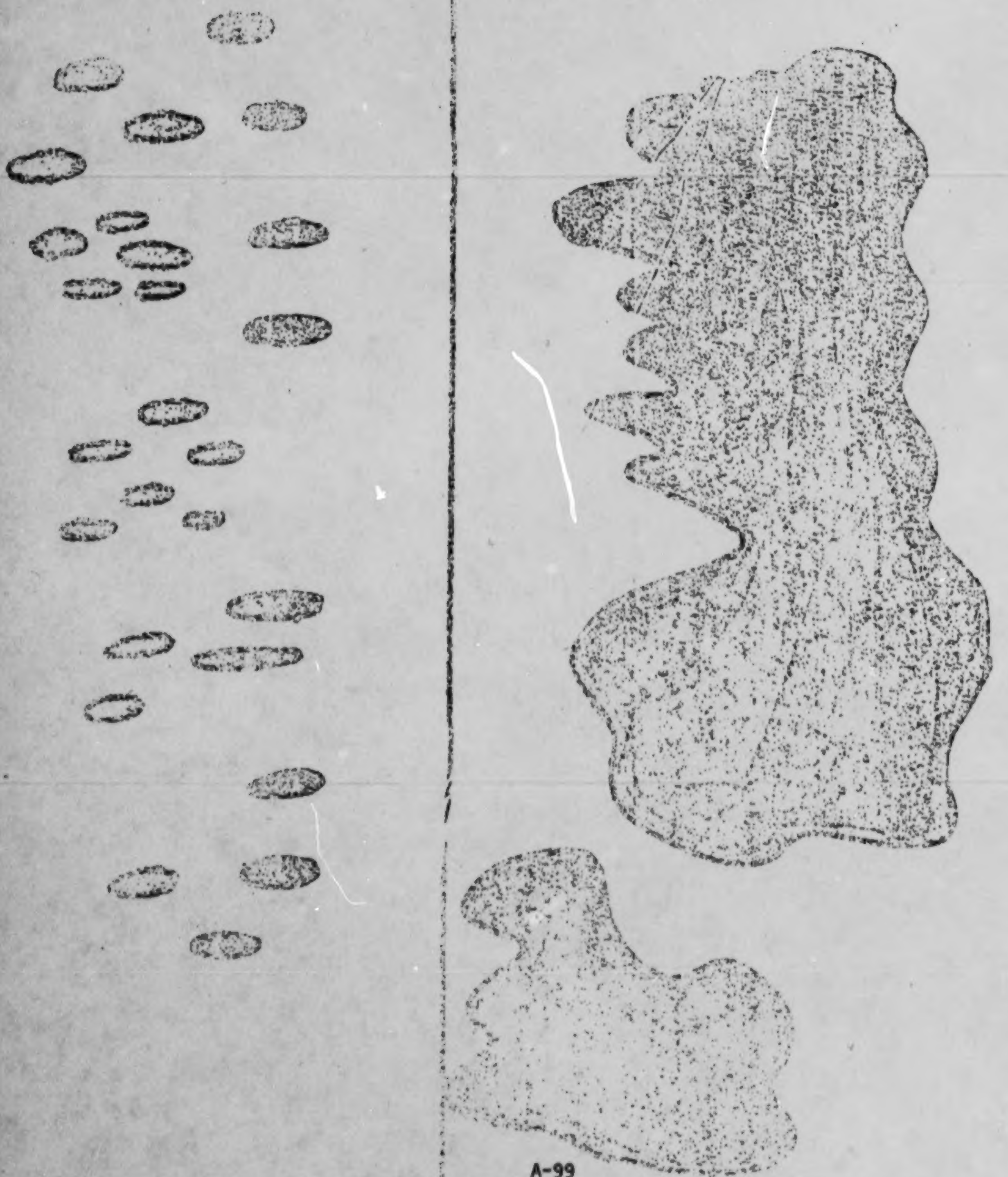
Wetting is the first step in cleaning. Water has a force within the molecule which holds the water together. Therefore, water alone will not act, or wet, quickly enough. Every detergent cleaning product contains a surface active agent ("surfactant") which speeds up wetting by reducing the surface tension of water. This allows the water to spread out evenly over the surface instead of remaining in droplets. The reduced surface tension allows the cleaning solution to penetrate between the soil and the surface to be cleaned, thus loosening the soil and making it easier to remove.

EXPERIMENT:

Collect the supplies needed for this experiment. Try to float the selected object on the surface of a container of water. The technique for placing the object so that it does not drop to the bottom may take practice. Be sure that there is not even a trace of detergent in the container or on the object or the experiment will not work. To float the needle, place it on a small piece of paper towelling, facial tissue or tissue paper. If using the screen wire, first float the wire and then place the cork on the screen. After the object is floating, add 1/2 teaspoon of detergent by running it down the side of the jar.

You will find that the water molecules in the container without detergent are holding so tightly together that they will support an object which weigh much more than the water itself. As the detergent diffuses through the solution the object will sink. The detergent has reduced the surface tension of the water and the water molecules are not holding together enough to support the weight of an object which weighs more than the water itself.

Wetting



EXPERIMENT SHEET II

"EMULSIFYING"

Your task is to demonstrate and explain to the class how a detergent cleans by breaking up (emulsifying) oily soil.

You may use the paragraph which follows as background information. In addition, a children's encyclopedia (such as World Book, Book of Knowledge, Marritt's Student Encyclopedia) will give a simple, clear explanation of emulsifying under the heading "emulsifying" or "detergent." (A children's encyclopedia is recommended because the explanations found in a regular encyclopedia may be more technical than needed.)

BACKGROUND INFORMATION:

Emulsifying is important where there is greasy dirt. The cleaning product breaks up the grease into very tiny particles (emulsifying) so that they can be washed away. This is the same effect found in homogenized milk where the butterfat is broken into small droplets and dispersed throughout the milk. In unhomogenized milk, a layer of cream will be floating on the surface.

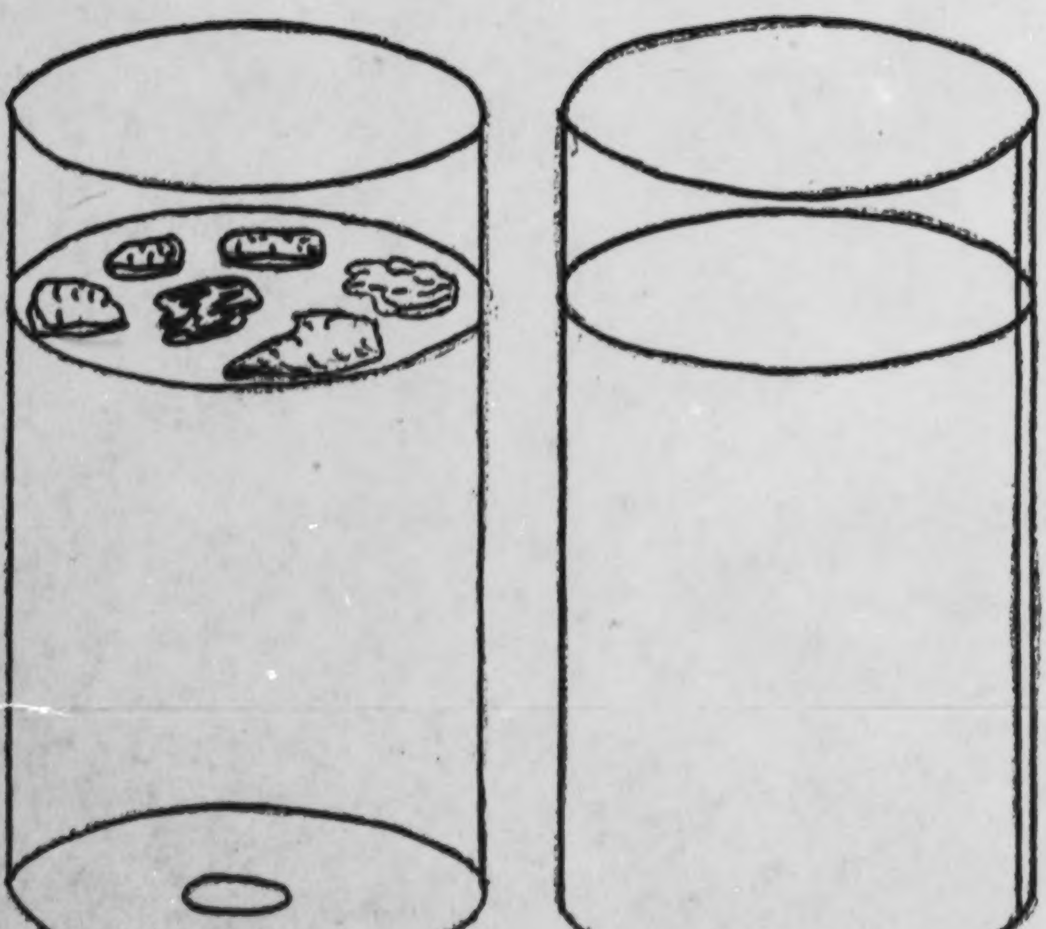
EXPERIMENT:

Collect the supplies needed for this experiment.

Melt a small amount of bacon fat or Crisco shortening. Add a few drops of the melted fat to a jar of warm water (approximately 115 degrees F.) and shake vigorously. Now, add 1/2 teaspoon of detergent to this jar and shake vigorously. The solution will become cloudy indicating that the fat has been broken up and is being held in suspension.

Appendix A
Strategy 5.7.2

Emulsifying



EXPERIMENT SHEET III

"DISPERSING"

Your task is to demonstrate and explain to the class how a detergent cleans by dispersing solid soil.

You may use the paragraph which follows as backbround information. In addition, a children's encyclopedia (such as World Book, Book of Knowledge, Merritt's Student Encyclopedia) will give you a simple, clear explanation of dispersing under the heading "detergent." (A children's encyclopedia is recommended because the explanation found in a regular encyclopedia may be more technical than needed.)

BACKGROUND INFORMATION:

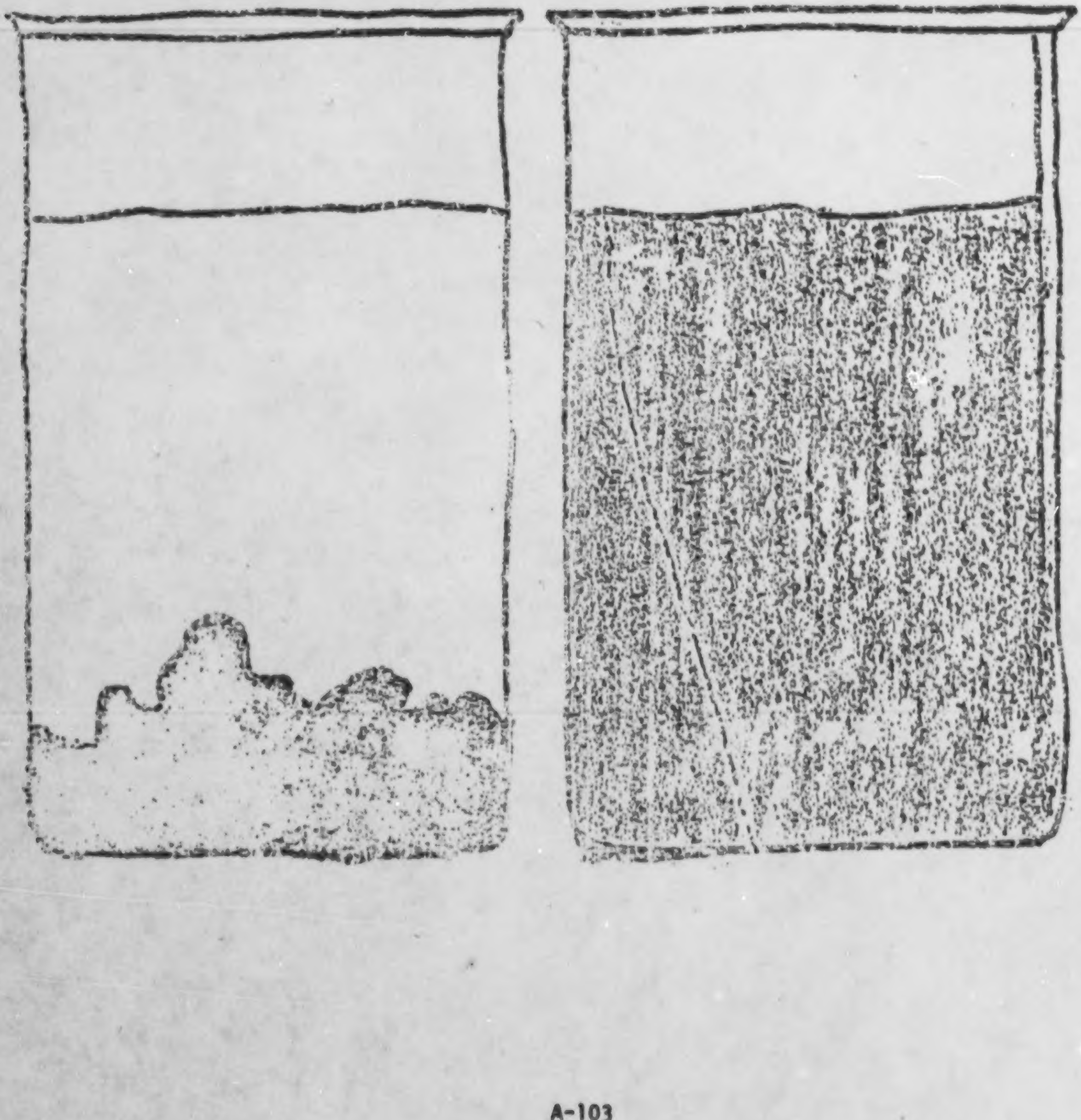
Dispersing is similiar to emulsifying, but usually refers to solids. In dispersion, the cleaning product keeps dirt finely divided in the solution, thus it does not allow the particles to clump together and settle out on the cleaning utensil or cleaned surface where they may show up as streaking or filming.

EXPERIMENT:

Collect the supplies needed for this experiment. Add a small amount of dirt to both jars of water. To one of the jars add 1/2 teaspoon of detergent. Shake both jars and allow to stand for some time. (Time will depend on the soil used; it may need to stand overnight).

The jar of dirt with detergent will be more cloudy indicating that the dirt has been dispersed and is being held in suspension. Most of the dirt in the jar without detergent will sink to the bottom of the jar and the water will be quite clear.

Dispersing



EXPERIMENT SHEET IV

"SEQUESTERING"

Your task is to demonstrate and explain to the class how a detergent sequesters the hardness of minerals in water and keep a soap scum from forming in the washing machine.

You may use the paragraph which follows as background information. In addition, a children's encyclopedia (such as World Book, Book of Knowledge, Merritt's Student Encyclopedia) will give you some information under the heading "detergent." (A children's encyclopedia is recommended because the explanation found in a regular encyclopedia may be more technical than needed.)

BACKGROUND INFORMATION:

Sequestering is a chemical process. You may have used soap in hard water and found that a soap scum was formed (example: bath tub ring). Detergent cleaning products have special ingredients which deactivate these hardness minerals (calcium and magesium). The minerals are held in solution so that they are unable to react with the cleaning ingredients to form such scum or film.

Where water is soft a soap product does an excellent job of cleaning since sequestering is not necessary.

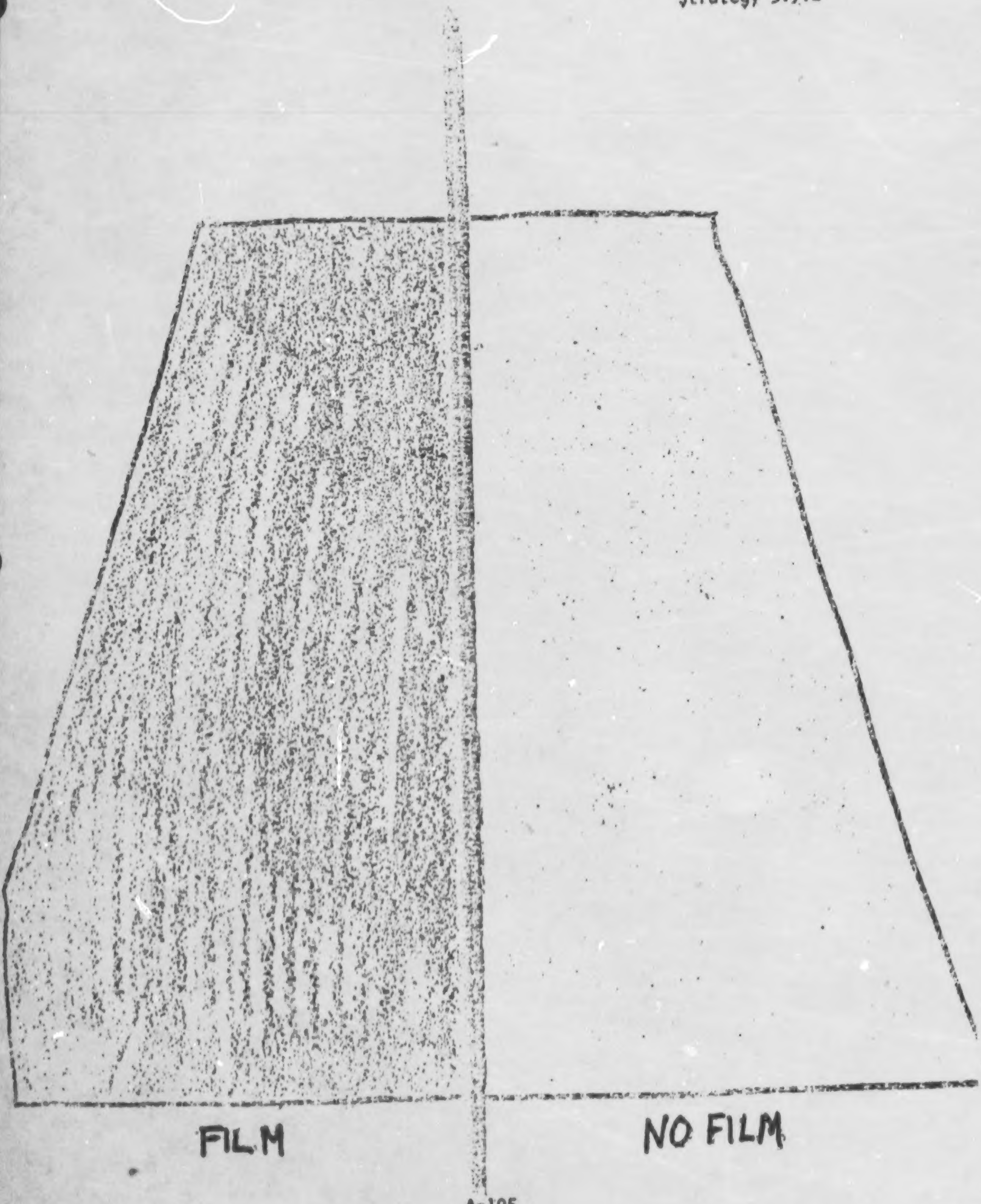
EXPERIMENT:

Collect the supplies needed for this experiment. Fill both jars with warm hard water. Add 1/4 teaspoon of soap to one jar and 1/4 teaspoon detergent to the other jar. Shake. (These amounts are based on water of 7 to 9 grain hardness. In softer water, results may be more drastic with 1/8 teaspoon of each product. In harder water, you may want to use 1/2 teaspoon.)

The jar with the soap solution will have insoluble scum floating on the top end and the water will be cloudy, indicating the soap has reacted with the hardness minerals to form this film. The jar containing detergent will have suds and no scum. The detergent has kept the hardness minerals from reacting.

Sequestering

Appendix A
Strategy 5.7.2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INFORMATION ON housekeeping tools

Appendix A
Strategy 5.8.1

Tools for Cleaning

- Everyone has her own favorite tools for cleaning. Some people like to dust with an old diaper or a worn pillowcase. Some people like to use a string mop on floors and some like a sponge mop. That is fine. But there are some cleaning tools that everyone will need to keep a home in good order.
- There are tools which are nice to have but not absolutely necessary to keep a home clean. Before you buy a vacuum cleaner or polisher, think carefully. Do you really need it to do your rugs or floors? Will a carpet sweeper or a buffer on a stick work just as well?

Here is a list of tools. Pick out those you think are essential:

Brooms
–Soft
–Stiff

Brushes
–Radiator
–Scrub
–Toilet bowl
–Venetian blind
–Others

Carpet sweeper

Cloths
–Cleaning
–Dishwashing

Dishpan

Dustpan

Floor polisher–scrubber

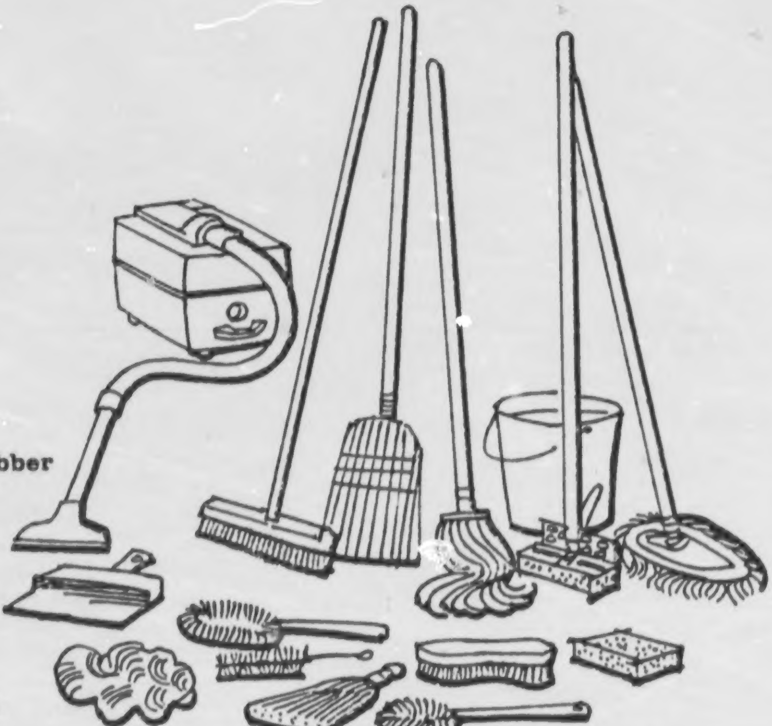
Mops
–Dust
–Wet

Pails

Sponges

Vacuum cleaner and attachments

Rug shampooer



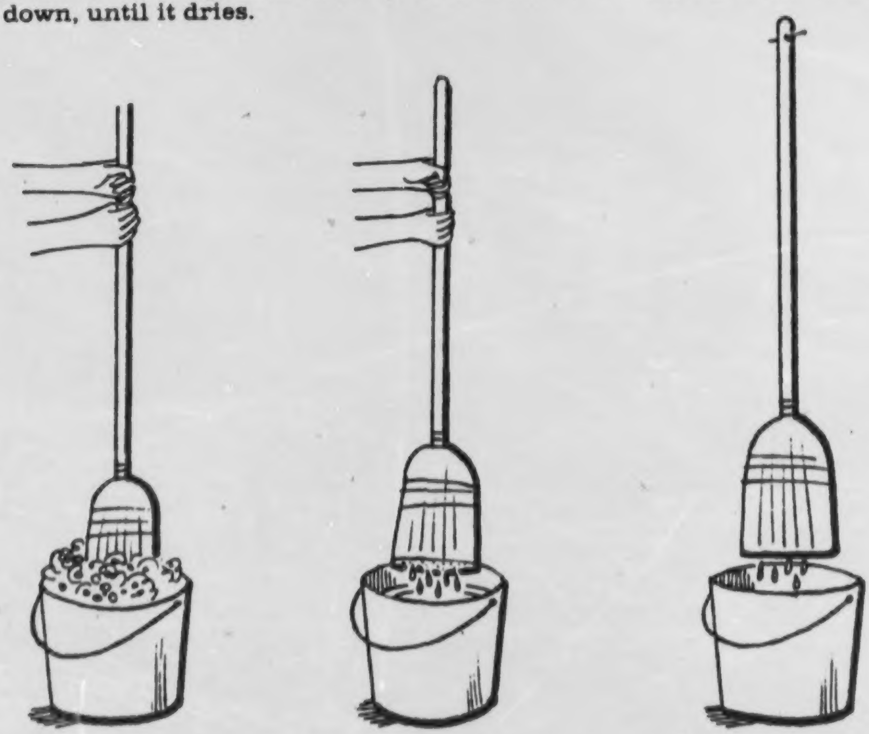
The Way to a Better Home, The Soap and Detergent Association, New York, NY

○ Caring for Cleaning Tools

- Clean tools help keep your house clean.
- Remove lint and dust on brooms, mops, brushes and other tools right after you use them. If you cover a mop or broom with a paper bag before you shake it, the bag will catch the dust—not you or a neighbor.
- Wash dust mops and cloths. Keep them clean or throw them away. Avoid fire hazards by not storing oily mops and cloths.

TO WASH:

A Broom—dip it up and down in sudsy water until it looks clean. Rinse it the same way or under running water. Then just shake off the dripping water and hang it, head down, until it dries.



A String Mop—take the mop head off its handle and wash it in the washer with a load of really dirty things. You can dry a string mop in the dryer. Or you can wash it by hand in hot sudsy water and rinse it well. Then squeeze the water out; hang it to dry.

A Sponge Mop can be washed and used over and over again.

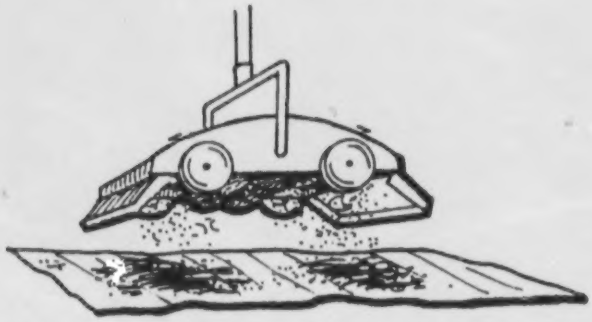
A Brush—soak it in a pail of hot sudsy water. Then rinse and let dry.

A Dustcloth or Polishing Cloth—wash in washer or by hand in hot sudsy water.

INFORMATION ON housekeeping tools

A Carpet Sweeper takes some care if you want it to work well. If the dust pans get full, the sweeper won't pick up more dirt. Open the dust pans on the bottom of the sweeper often and empty them out. It is a good idea to do this on a newspaper so you can wrap it up and throw away the dust.

If the sweeper brush can be removed, you can take it out occasionally and wash it in hot sudsy water. Rinse and dry before replacing.



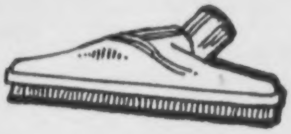
Vacuum Cleaners only work well if they are kept clean. Empty the bag as soon as it gets full and replace it with a new one. When you empty the bag, check the hoses to see if there are sweepings stuck in them. You can clean out hoses by attaching them to the blower or exhaust end of the vacuum. Hold a bag over the hose so that when the machine is turned on, any dust will go into the bag.

Do not put loose carpet sweepings in an incinerator. It is a fire hazard.

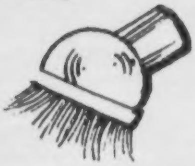
Wipe out the inside of the vacuum cleaner. Keep brushes clean by washing them in sudsy water. Then rinse and dry thoroughly.

A vacuum cleaner comes with a nozzle for rugs. You may also have the following attachments:

- stiff brush for walls and floors

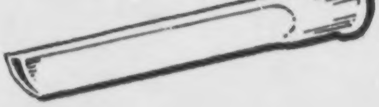


- soft dusting brush for carved furniture, tables, books, lamp shades and Venetian blinds



- upholstery nozzle for furniture, drapes, mattresses and clothes

- crevice tool for cleaning radiators, edge of baseboards, narrow spaces.



INFORMATION ON
keeping a home in good order

How to Wash Dishes

1 **YOU WILL NEED:**

- Dishpan, soap or detergent, sponge or cloth, steel wool, scouring powder, dishrack or tray, clean towels. Use rubber gloves if your hands cannot stand hot water.

2 **TO WASH:**

- Scrape dishes; drain off any liquids.
- Fill sink or dishpan with water as hot as your hands can stand. Add soap or detergent.
- Wash dishes in this order: glassware, silverware, dishes, cooking utensils, pots and pans.
- Use sponge or dishcloth; wash each piece on both sides. Clean between the fingers of forks. Change water whenever it gets dirty.
- Use steel wool and scouring powder for pots and pans that need extra scrubbing. Do not scrub pans that are coated with a non-stick finish like Teflon. Just wash with a sponge or cloth in sudsy water.

3 **TO RINSE AND DRY:**

- Put dishes and pans on a dishrack or tray. Rinse with hot water.
- Use clean towels if you wipe dishes.
- Put dishes away.

The Way to a Better Home, The Soap and Detergent Association, New York, NY

Appendix A
Strategy 5.10.1

INFORMATION ON
Keeping a home in good order

How to Clean Light Fixtures

1 **YOU WILL NEED:**

- Pail or pan. soap or detergent. sponges or cloths. sturdy chair or ladder. bottle brush. cloths for drying.

---

2 **TO CLEAN:**

A Lamp Fill a pail or pan with warm water. Add soap or detergent and swish up suds.

- Unplug lamp cord. Take off the shade. Unscrew bulbs. and put them in a safe place.
- Clean base with suds if washable. Don't get the cord wet or put the base in water. Wipe suds off with a clean sponge. Dry the lamp with a clean cloth. Use furniture polish. wax or oil on a wood base.

The Cord Wring a sudsy sponge almost dry and fold it in half. Pull the cord between the two layers of the folded sponge. Wipe the cord dry. Don't let the plug get wet.

Globe or Chimney Wash a glass globe or chimney in deep suds. Use a bottle brush to scrub the inside of a chimney. Rinse with hot water and wipe dry.

Bulb Hold each bulb by the metal "neck" so that part won't get wet. Wipe the glass with a damp sudsy cloth. Then wipe it with a dry cloth.

Lampshade Use a brush from a vacuum or a soft cloth to dust the lampshade inside and out.

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3 **TO WASH:**

Wall and Ceiling Fixtures Turn off light switches. Stand on a sturdy chair or ladder to reach high-up fixtures. Take off all shades. shields. globes. and metal grilles. Also take out light bulbs or tubes.

- Squeeze a sponge out of the sudsy water in the pail. Use this to wipe off all parts of the fixture.
- Rinse the same way. using a clean damp sponge or cloth. Wipe all the parts dry. Don't let water run into open sockets.
- Polish or wax any metal parts after they are dry.

INFORMATION ON
keeping a home in good order

How to Clean a Stove

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1 **YOU WILL NEED:**

- Pan, soap or detergent, sponge or cloth, ammonia, sauce dish.

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2 **TO CLEAN:**

Electric Surface Units

- Do not wash electric units because any spilled food burns right off.
- Remove rims and metal trays underneath the burners. Wash in hot sudsy water. Rinse, wipe and put them back in place.

Gas Burners

- Put out pilot lights. Take off knobs.
- Remove burners and wash them in a sink of hot sudsy water.
- Clean any clogged holes with pipe cleaner or a stiff brush.
- Rinse and dry thoroughly. Replace securely.

Stove

- Let the stove cool. Take off knobs.
- Take out trays and racks.
- Clean them in a sink of hot sudsy water. Rinse and wipe dry.
- Wash the stove all over. Use hot sudsy water and a sponge or cloth. Also use it to clean the broiler, oven, and storage drawers. Rinse with clean water, dry.

---

3 **SPECIAL TIPS:**

- Sprinkle detergent on a broiler pan immediately after use. It will be easier to clean.
- Use ammonia mixed with sudsy water to clean oven. Place a half cup of ammonia in a sauce dish if spots still remain on oven walls.
- Use a commercial oven cleaner when an oven is very dirty and still won't come clean. Follow the directions on the cleaner.
- Don't leave an oven door open to warm a room. It is designed for roasting and baking – not room heating.

INFORMATION ON
keeping a home in good order

Appendix A
Strategy 5.10.1

How to Clean A Refrigerator

1 **YOU WILL NEED:**

- Pan, soap or detergent, sponges or cloths, baking soda, newspapers, vacuum cleaner with dusting tool attachment or brush.

2 **TO CLEAN:**

Refrigerator

- Turn control dial to OFF. Unplug cord from outlet.
- Remove food. Wipe all containers with a damp cloth.
- Take out all shelves, racks and pans. Wash in hot sudsy water. Rinse and dry all parts.
- Mix 2 tablespoons of baking soda and 1 quart of warm water in a pan. Use a sponge or cloth dipped in this mixture; wipe inside walls of the refrigerator. Rinse with clear water and dry. Baking soda leaves refrigerator odor-free.
- Use sudsy sponge on door and gasket. Rinse and dry.
- Plug cord into outlet. Turn control dial to the right setting. Put everything back in refrigerator – parts and food.

Freezer

- Defrost and clean when there is about ½ inch of frost.
- Take out any frozen foods. Wrap them together in newspapers so they will stay frozen.
- Turn control dial to DEFROST or OFF. Unplug cord.
- Empty ice cube trays. Wash and rinse in warm water.
- Fill one or two pans with warm water and put them in the freezer to defrost it more quickly. When the water gets cold, refill pans with warm water again. Keep doing this until all the frost has melted. Wipe up the water.
- Never use a knife to chip off the frost. You could damage the freezing unit.
- Wash interior with baking soda and water. Rinse and dry.
- Use sudsy sponge on door and gasket. Rinse and dry.
- Plug cord into outlet. Turn control dial to ON.
- Put the food back and the ice trays filled with water.

3 **TO CLEAN:**

Outside

- Wash with a sudsy sponge or cloth. Rinse and wipe dry.
- Pull out defrost tray at the bottom of the refrigerator, if there is one. Wash it in sudsy water; rinse. Clean the floor and area under the refrigerator. Push tray back in place.
- Periodically, clean condenser coils if they are exposed. Use the dusting tool attachment of the vacuum or a brush.

INFORMATION ON
keeping a home in good order

Appendix A
Strategy 5.10.1

How to Clean the Bathroom

1 YOU WILL NEED:

- Pail or pan, soap or detergent, sponges or cloths, sturdy chair or ladder, cleanser, dry cloths, toilet brush, scrub brush.

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2 TO CLEAN:

Walls

- Fill pail with warm water and soap or detergent. Swish up suds.
- Start at the bottom and work up to the ceiling.
- Use a sponge or cloth to wash a section at a time. Stand on a sturdy chair or ladder for high places.
- Dip a toothbrush into the suds if the wall is made of tile. Then use the brush to scrub the lines of cement between the tiles.
- Rinse this part with a clean damp sponge or cloth. Then wipe it dry. Wash the next section the same way. Keep on going until the whole job is done. Don't forget the walls over the bathtub.

Bathtub, Stall Shower and Sink

- Run about 2 inches of hot water in the bottom of the bathtub, stall shower or sink. Add soap or detergent.
- Use a sponge or cloth to scrub the sides, edges and bottom of the bathtub, stall shower or sink. Wash the soap dishes, faucets, handles, drain outlets and shower rod.
- Use hot sudsy water to wash the stand under the sink and all plumbing pipes.
- Sprinkle cleanser on the sponge or cloth to scrub off scum or oily dirt.
- Rinse everything with hot water and wipe all surfaces dry.

Toilet Bowl

- Flush toilet.
- Lift up the seat and put soap or detergent into the bowl. Scrub the inside of the bowl with a toilet brush. Get under the rim at the top of the bowl.
- Let the suds stay in the bowl while you wash the outside. You may want to add chlorine bleach as a disinfectant.
- Use a sponge or cloth dipped in hot sudsy water to clean the outside of the tank and the toilet seat.
- Use clean hot water to rinse off all parts of the toilet.
- Flush the suds from the bowl.

INFORMATION ON
keeping a home in good order

Toilet Bowl

- If there are still some water stains like iron on the bowl, shake in ½ cup of toilet bowl cleaner. Let this stand about 30 minutes. Then scrub the bowl with the brush, and flush the toilet.

Toilet Tank

- Scrub the walls of the tank with a sudsy sponge or cloth.
- Use cleanser to remove stubborn stains.
- Flush toilet to let water drain out. Rinse and flush again.

Floor

- Fill pail with warm water and soap or detergent.
- Start near the wall furthest away from the door. Use a scrub brush to wash the floor. Rinse with clean water and a sponge or cloth.

---

3 SPECIAL TIPS:

Medicine cabinet

- Take everything out of the cabinet. Throw away any old medicines or anything you won't use again. Wipe off all containers.
- Wash the inside of the cabinet and the shelves.
- Put containers back in place.

Mirror

- Wash the mirror with a sudsy sponge or cloth. Rinse, then wipe and polish with a dry cloth.

Finishing Touches

- Take down shower and window curtains. Wash windows. Put up clean curtains at the window and shower.
- Wash toothbrush holder, waste basket and any other bathroom accessories.
- Set out clean towels and a clean rug or mat. Add new bars of soap, if needed.

DON'T MIX TOGETHER TWO OR MORE SPECIAL CLEANING PRODUCTS–SUCH AS BLEACHING SOLUTIONS, AMMONIA, TOILET BOWL CLEANERS–BECAUSE CHEMICAL MIXTURES MAY INTERACT.

INFORMATION ON
keeping a home in good order

How to Wash Upholstery

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1 **YOU WILL NEED:**

- Soap or detergent, bowl or pan, egg beater or electric mixer, sponge, rubber scraper or spatula, newspaper, soft cloths

---

2 **TEST FIRST:**

- Put a cup of soap or detergent into a bowl. Add just enough warm water to make it wet. Whip this mixture with an egg beater or an electric mixer to make "dry" suds that look like whipped cream. There shouldn't be any extra water to soak into the upholstery.
- Test upholstery if it is made of fabric. Use thick suds on a cloth. Use this to wipe a small piece on the back of a chair or couch. If it looks the same, only cleaner, go ahead and wash the whole piece.

---

3 **NOW, WASH:**

- Put some of the thick "dry" suds on a sponge. Use this to lightly scrub one small section of the upholstery at a time.
- Use a rubber scraper or a spatula to lift off the dirty suds. Drop these dirty suds on a newspaper which you can roll up and throw away.
- Scrub the same part of the upholstery a second time with clean suds. Scrape these off. Then wipe that part of the upholstery with a clean cloth dipped into warm rinse water and wrung out until it is nearly dry.
- Keep on washing and rinsing the same way until all the upholstery on that piece of furniture is clean.
- Use only clean suds, clean water and clean cloths.
- For quick drying, open the windows, or set a fan nearby.
- Open the windows or set a fan nearby for quick drying.

INFORMATION ON
keeping a home in good order

How to Clean Furniture

1 **YOU WILL NEED:**

- Clean dust cloths, whisk broom or vacuum cleaner upholstery nozzle, a pail or pan, soap or detergent, sponges or cloths, dry cloths, furniture polish or wax or oil.

2 **DUST FURNITURE:**

- Start by dusting the furniture with a clean cloth. Start at the top of each piece. Work down toward the bottom. Dust the under sides of tables, chairs and chair seats. Also, dust the edges of drawers and the edges of doors or cabinets. Use a whisk broom or the upholstery nozzle of a vacuum cleaner to clean furniture upholstery.

WASH FURNITURE:

- Fill a pail or pan with warm water. Add soap or detergent and swish up lots of suds.
- Scoop up some of the thick suds from the top of the sudsy water using a sponge or cloth. Don't let the sponge or cloth get dripping wet.
- Wash the furniture (but not the upholstery). Work quickly. Do not use much water.
- Move the sponge or cloth only from left to right, or from top to bottom. Do not wash in circles, you may get streaking.
- Use a clean damp sponge or cloth RIGHT AWAY to wipe up the suds just as soon as you finish washing one small piece.
- Use suds on the sponge or cloth to wash the under part and the inside of furniture. Wash the inside and outside of drawers. Wash the inside shelves where the drawers rest.
- Rinse with a clean sponge or cloth and clean water.
- Dry with a clean dry cloth.

3 **WAX WOOD FURNITURE:**

- Use furniture polish or wax or oil if the furniture is made of wood. Let the furniture get thoroughly dry first. DO BE SURE TO FOLLOW DIRECTIONS on the bottle or can which holds the furniture polish, wax or oil.
- Wash the cloths just as soon as you finish with polish or wax or oil. Dirty, oily cloths or rags may start a fire.

INFORMATION ON
keeping a home in good order

Appendix A
Strategy 5.10.1

How to Wash Windows

1 YOU WILL NEED:

- Sturdy chair or ladder, pail or pan, soap or detergent, sponge or cloth, cloths for drying.

2 WASH WINDOWS:

- Pull up shades; push back or take down curtains. Remove screens. Stand on a sturdy chair to do this.
- Fill pail or pan with warm water. Add soap or detergent and swish up suds.
- Wash sills and frames using a sponge or cloth dipped in the sudsy water.
- Wash window panes.
- Change water as soon as it gets dirty.
- Rinse with warm water.
- Use a cloth to dry and polish the windows.

3 SPECIAL TIPS:

- Add 2 tablespoons ammonia or vinegar to rinse water to make windows shine.
- Clean metal trim on windows with ammonia water and a soap pad.
- Wet a small brush or cotton wrapped around a toothpick or match to clean out the corners of the window frames.
- Rub a bar of soap over window ropes once in a while. This will make windows go up and down without sticking.

CHECK THE RULES OF THE PROJECT TO FIND OUT IF YOU CAN CLEAN THE OUTSIDE OF THE WINDOWS AND REMOVE SCREENS. IF YOU LIVE HIGH UP IN A BUILDING, IT MAY BE DANGEROUS TO LEAN OUT TO CLEAN THE OUTSIDE OF WINDOWS OR TAKE DOWN SCREENS.

INFORMATION ON
keeping a home in good order

How to Wash Screens

1 YOU WILL NEED:

- Brush or vacuum cleaner, old towels or cloths, newspapers, soap or detergent, small scrub brush, sponge

2 TAKE SCREENS OFF AND WASH:

- Write a number in each window or door frame and write the same number on its screen. Put any screws or bolts in a bag and write the same number on it. This makes it easy to put each clean screen back where it belongs.
- Take the screens out. Dust the mesh and frame with brush or vacuum cleaner.
- Use a bathtub, washtub, or kitchen sink to wash screens. First line the tub or sink with old towels or cloths so the screens won't scratch the finish. Also put newspapers on the floor to catch splashes or drips.
- Fill tub or sink with warm water and soap or detergent.
- Scrub each screen with a scrub brush dipped in the sudsy water. Then rinse it by squeezing clean water out of a sponge. Or pour clean rinse water from a pan. A shampoo-type spray hose is also good for rinsing.

3 PUT BACK OR STORE AWAY:

- Wash out the window or door grooves where the screens slide before you put screens back.
- Wash window and door frames and sills before putting in clean screens.
- Cover screens with newspapers. Put screens in a place that is clean and dry, if you want to store them for the winter.

INFORMATION ON
keeping a home in good order

How to Wash Window Shades

1 **YOU WILL NEED:**

- Sturdy chair or ladder, table, dusting cloth, pail or pan, sponges or cloths and soap or detergent.

2 **TAKE DOWN SHADE:**

- Stand on a sturdy chair or ladder to take the shade down.
- Take off the pull cord. Unroll the shade flat on the table or kitchen counter.
- Dust both sides with a clean cloth.

3 **WASH THE SHADE:**

- Fill pail or pan with warm water. Add soap or detergent and swish up suds. Dip a sponge or cloth into the sudsy water and squeeze out water.
- Wash one part of the shade at a time. Start near the roller and as close to the top as you can get. Sponge this section.
- Rinse this section with a clean damp sponge or cloth. Wipe it dry and roll it up.
- Do the next section the same way, until the whole shade is clean.
- Turn it over and wash the other side the same way.
- Hang the shade back on the window. Pull it all the way down. Let it get thoroughly dry before rolling it up.
- Wash the pull cord in warm suds and rinse water. Let it dry and put it back on the shade.

INFORMATION ON
keeping a home in good order

How to Wash Venetian Blinds

1 **YOU WILL NEED:**

- Brush or a soft cloth, pail or pan, soap or detergent, newspaper, sponge or cloth, a small scrub brush. If you have cotton work gloves, use them.

2 **DUST BLINDS:**

- Start by closing the blind and letting it hang all the way down.
- Dust both sides with a brush or a soft cloth.

3 **WASH BLINDS:**

- Open the blind.
- Fill a pail with warm water, add soap or detergent. Swish up suds.
- Put newspaper under blind to catch any dripping water.
- Start at the top of the blind and wash one slat at a time.
- Do this by folding a cloth or sponge around the slat and slide it from left to right to wash both sides at the same time. Or cut halfway through a thick flat sponge and use it the same way.
- Another quick way is to wear a pair of cotton work gloves. Dip both hands into the suds and use the gloves like sponges to wash the slats.
- Rinse the slats the same way and wipe them dry.
- Scrub the tapes on both sides with a brush covered with thick suds. Rinse tapes with a clean damp sponge or cloth.
- Wipe each pull cord with a folded sponge or cloth – first with suds and then with clean water.
- Let the blind hang open and dropped all the way down until it is dry and the tapes are stretched smooth.

INFORMATION ON
keeping a home in good order

How to Clean Walls

1 **YOU WILL NEED:**

- Sturdy chair or ladder, wall mop or floor mop or broom, dusting cloth, pail or pan, soap or detergent, sponge or cloth.

2 **DUST AND TEST FIRST:**

- Dust walls first. Start at the ceiling and work down. Stand on a sturdy chair or ladder to reach high places. Use a wall mop or tie a clean cloth over a floor mop or broom. Shake out mop or cloth often to get rid of loose dust.
- Be sure the walls are washable before starting. For testing, wash a spot that doesn't show.

3 **NOW, WASH:**

- Fill pail or pan with warm water. Add soap or detergent and swish up suds. Using a sponge or cloth dipped in the sudsy water, start at the bottom and clean up.
- Change the sudsy water as soon as it gets dirty so walls won't get smeared. If you wash this way, dirty streaks will run down on the clean part and can be wiped off easily.
- Do a small section of the wall at a time. Rinse with a clean sponge or cloth.

INFORMATION ON
keeping a home in good order

How to Clean Woodwork

1 **YOU WILL NEED:**

- Pail or pan, soap or detergent, newspapers, sponge or cloth, sturdy chair or ladder.

2 **WASH BASEBOARDS:**

- TEST the paint or finish to make sure it is washable. Use a sudsy sponge or cloth in a corner which doesn't show. If this piece looks the same – only cleaner – go ahead.
- Fill pail with warm water. Add soap or detergent and swish up suds.
- Put newspapers on floors to protect them. Then start to wash the baseboards.
- Use thick suds on a sponge or cloth to wash as far as you can reach without stretching.
- Go over this part with a clean, damp rinse cloth.
- Wash the rest of the baseboard the same way.
- Throw water out as soon as it gets dirty. Start again with clean sudsy water.

3 **WASH DOORS, DOOR FRAMES, WINDOW FRAMES:**

- Wash and rinse the same as baseboards. But START AT THE BOTTOM and work up. In this way, any dirty streaks can be wiped off the clean part and will not leave marks that are hard to wash off.
- Use a sturdy chair or ladder to reach high places.

INFORMATION ON keeping a home in good order

How to Keep Floors Clean

1 YOU WILL NEED:

- Dry mop, broom or vacuum cleaner, pail or pan, soap or detergent, cloths or wet mop.

2 WASH THE FLOOR:

- First, use a dry mop, broom or vacuum cleaner to sweep up loose dirt and crumbs.

Here is how you wash different kinds of floors:

Tiles of vinyl asbestos, asphalt or rubber;
Linoleum, Ceramic or Unglazed Tile

- Fill a pail with warm water, add soap or detergent and swish up suds.
- Dip the cloth or mop into the water. Wring it out so it drips only a little bit. Do not let floor get very wet or stay wet.
- Wash one part of the floor at a time. Change the water when it looks dirty.
- For washing off heavy dirt or getting into corners, use:
  - —a scrub brush for linoleum and tile floors, but not wood.
  - —an old toothbrush to scrub lines of cement between tiles.
- Rinse the washed piece of floor with clean water.
- Use a clean cloth to wipe it dry right away.
- Keep washing the same way until the whole floor is clean.

Cement and Concrete

- Fill a pail with warm water, add soap or detergent and swish up suds.
- Wet the floor all over with clean water.
- Dip a stiff broom into the sudsy water. Use it to scrub the floor all over.
- Rinse the floor with a mop dipped into clean water.

Appendix A
Strategy 5.10.1

TIPS TO SAVE TIME AND ENERGY

Have you tried:

- using a tray to stack dishes when clearing the table?
- washing dishes from left to right if right-handed; right to left, if left-handed?
- making and using a systematic plan in preparing to clean a room thoroughly?
- using a small square of fine sandpaper to remove lime deposit at water line in toilet bowl (drying and reusing sandpaper)?
- using a squeegee to finish washed and reused windows?

Can you add at least one time and energy saver? List below:

LEARNERS' REACTIONNAIRE
(or)
"Come On, Be Yourself!"

Directions: In this exercise, you are to react to the statements as if you had heard the words spoken by someone in a casual, group conversation.

While ordinarily you would not react outwardly, in this exercise, please express the way you feel; react!

Remember, there are no "right" or "wrong" answers.

If the statement "makes sense" to you, and you agree, place a check in the appropriate column (column 1), if the statement appears "stupid" to you, place a check in that column (column 2); if you feel indifferent about the statement (neither agree disagree/ the statement is unimportant) place a check in the "so what?" column (column 3). Also, feel free to comment about the statement under column 4 ("comment").

This is a chance to be you; have fun!

STATEMENT:		YOUR REACTION:		
Have You Ever Heard People Say--	Makes Sense To Me	Stupid, In My Opiniou	So What?	Comment: The Statement Is--
1. There's always room at the table for one more.				
2. A fool and his money are soon parted.				
3. Money is the root of all evil.				
4. I have to be able to spend when I want to.				
5. Children should be made to save money.				

LEARNERS' SELF-INSTRUCTIONAL SHEETS:

ANSWER COLUMN

Directions: Cover the Answer Column; at the bottom of the page, when you have finished, uncover the answer column and check your answers.

You have just had an experience in expressing your feelings. It is difficult, sometimes, to differentiate between "thinking" and "feeling."

One's attitudes "color" the way one looks at an individual or a situation.

For example, listen to two friends discussing Mary's new dress. One says:

a. "I like Mary's new dress, the colors are my favorites. Mary's so sweet, I would like anything she wore, anyway."

The other replies:

b. "I agree. The style and the way the dress is made make Mary's figure look really great--shows off her tiny waist! And the colors are particularly becoming, too."

Which of the two friends, a. or b., expresses more "feeling" than "thinking" about Mary's dress? (Answer by circling a. or b. below):

Friend a. b. is expressing "feeling" about Mary's dress.

If you circled a., you are correct; if you circled b., try to evaluate which friend talked about Mary; and which one talked about personal feelings for Mary.

We tend to relate "thinking" to the brain; "thinking" is based on reasoning, a cognitive process. We tend to relate "feeling" to the heart! "Feelings" are based on emotion, an affective process.

Underline the words listed below that appear to you to be related to "feelings"; circle those which appear to you to be related to "thinking":

responsible
passionate
sane
logical
fearful
reflective

warmhearted
thoughtful
cordial
engrossed
sensitive
absorbed

impetuous
thrilling
preoccupied
kindly
reasonable
considerate

responsive
deliberative
hateful
attentive
patriotic
level-headed

"Thinking" associated words	"Feeling" associated words
responsible	passionate
sane	fearful
logical	warmhearted
reflective	cordial
thoughtful	sensitive
engrossed	impetuous
absorbed	thrilling
preoccupied	kindly
reasonable	considerate
deliberative	hateful
attentive	responsive
level-headed	patriotic

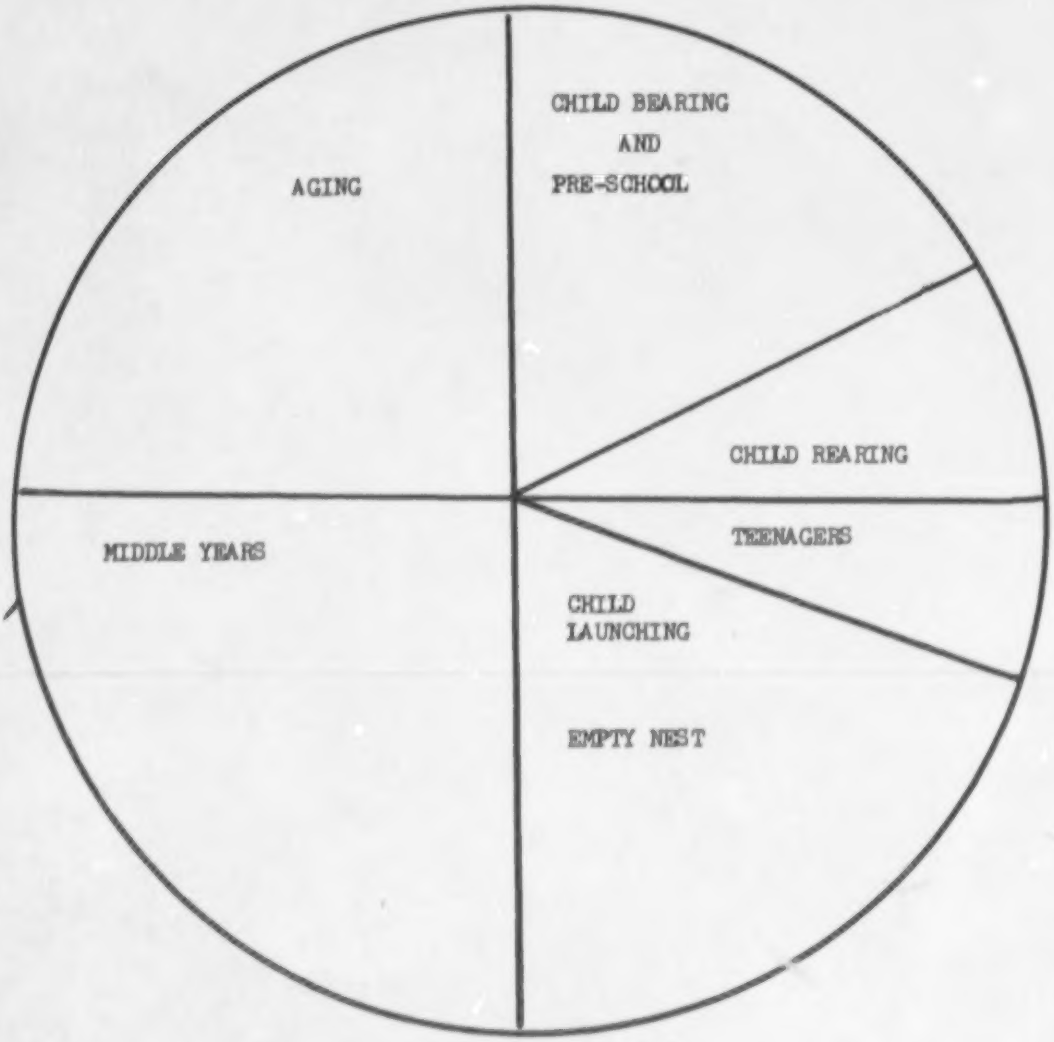
	ANSWER COLUMN
An attitude is the expression of an opinion and is not necessarily based on fact.	
Attitudes and opinions change, dependent upon the forces exerted by people/situations.	
________ involve feelings; they are not merely intellectual responses.	Attitudes
Cognitive/affective processes are influenced by personal adaptation to the world around us. One result is the development of opinions, expressed by attitudes. Through the selective adaptation of attitudes, values finally emerge.	
As an adult is not the same as a child although each shares the same genesis (beginning), so "values" are not the same as "attitudes": values are dependent upon the selective adaptation of attitudes over a period of time, growth, and change which result from human/environmental interaction.	
A value is a standard or yardstick to guide actions, attitudes, comparisons, evaluations and justification of self to others.	
The reactionnaire was an opportunity to look at __________. _______, and ___________.	opinions, attitudes, and values
Opinions are expressed as ___________, both of these are influenced by ______ and _______ processes; these, in turn, interact with ______ and the __________________________. The emerging _______ represent a _______ for one's actions.	attitudes cognitive and affective humans and the environment values standard
Knowing that spending for (material) goods is on the increase or that savings are at an all time high, or that bankruptcies are on the increase are mere matters of fact, but what each person does with his own money becomes a matter of importance--a value.	
Can you differentiate between mere matters of fact and an opinion, attitude or value? Try these:	

Directions: Check either the "fact" or the "attitude/value" column, depending upon whether the statement is a fact or an attitude/value.

	Fact	Attitude/ Value	ANSWER COLUMN
1. Lincoln was the most outstanding President the United States has ever had.			1. Attitude/value
2. Lincoln believed in the right of all human beings to be free.			2. Fact

	Fact	Attitude Value	ANSWER COLUMN
3. A beautiful girl is like a melody.			3. Attitude/value
4. When you've got your health, you've got almost everything.			4. Attitude/value
5. There is nothing worse than worrying about where money is to come from to pay the bills.			5. Attitude/value
6. The way it is, some people have enough money; some don't.			6. Fact
7. Picnics, hiking and outdoor camping as outdoor activities are relaxing, enjoyable and preferable to sitting inside watching TV.			7. Attitude/value
8. Eat, drink and be merry, for tomorrow ye may die.			8. Attitude/value
9. One of the basic aims of occupational education is to prepare individuals to become self-supporting, regardless of age.			9. Fact
10. Poor people don't have enough money to plan a budget.			10. Attitude/value
11. Money doesn't grow on trees.			11. Fact
12. Handling money wisely can be learned.			12. Fact
13. Depending upon developing positive attitudes and values, planning expenditures for limited incomes can be enjoyable.			13. Fact

THE FAMILY LIFE CYCLE


AGING
CHILD BEARING AND PRE-SCHOOL
CHILD REARING
TEENAGERS
CHILD LAUNCHING
EMPTY NEST
MIDDLE YEARS

Adapted from:
California Bureau of Homemaking Education. Evaluation handbook for teachers of consumer and homemaking education. California Bureau of Homemaking Education, 1972.

Appendix A
Strategy 6.5.1
[redacted] A OF THIS DOCUMENT HAS BEEN REMOVED BECAUSE IT CONTAINED COPYRIGHTED MATERIAL.

URBAN BUDGETS UPDATED TO 1972

Percentage of Income Used In Family Consumption

	Percent of Total		
	Lower	Intermediate	Higher
	Percent		
Total budget	100.0	100.0	100.0
Total family consumption	82	79	75
Food	28	23	20
Housing	21	24	25
Transportation	7	9	8
Clothing, personal care	12	11	11
Medical care	9	6	4
Other	5	6	7
Other: gifts, contributions, life insurance, occupational expenses.	5	5	6
Taxes	13	16	19
Social Security (OASDI)	5	4	3
Personal income	8	12	16

(Showing annual budget summaries for four-person families and three levels of living, urban United States, autumn, 1972).

CASE STUDY

Bill and Susie have been married 6 months. Susie earns $100.00/week, $5,200.00 a year. Bill, although attending late afternoon and evening classes to finish his degree in Health Sciences as a Hospital Manager, brings in approximately $50.00 a week $2,600.00/year).

They are determined to set up a usable and satisfying budget, because they believe that the less income, the more need to make it work for you.

Their goals are to get Bill graduated, a year from this date; begin to repay as soon as possible the college loans which helped Bill get through to the time of his marriage to Susie; and maybe to begin to replace their "family leftovers" in their living room, a piece at a time.

You are the family financial consultant; how would you advise them?

Brackett, Jean, "Urban Family Budgets Updated to Autumn, 1972." Monthly Labor Review Volume 96, August 1973, p. 70.

SPOT THE TROUBLE

1. Bill and Susie were invited to a professor's house for dinner and to meet a hospital executive; the dinner was to be a black tie affair, and Bill planned to wear his old suit. Susie, however, had absolutely nothing to wear; she went shopping and found a dream of a dress which was also on sale--but marked down to $100.00 from $185.00. She just couldn't resist.

   Can you identify the problem? ______________________________

2. Bill and Susie love to read "light" literature in bed every night, to relax from their work. Bill usually has more time than Susie, and had forgotten to pick up more books at the library; while he was at the market, he saw a paperback copy of a new story they both wanted to read a great deal...Benchly's book, "Jaws." He tucked the book in with the groceries he was buying. It was a good investment for their future library, and spending $1.50 for the paperback wouldn't hurt, once in a while.

   Can you identify the problem? ______________________________

3. Bill and Susie were due for a dental checkup in January; they decided to schedule their appointments on the 25th, when Susie would be free. They had forgotten that their payment for the checkups would be due on the first of the next month!

   Can you identify the problem? ______________________________

4. Susie needed a set of queen-size sheets for their bed. One sunny afternoon, on her way home, she saw just the sheets she wanted, and since she had planned to purchase them, she entered the store and got the very ones she liked so well.

   Can you identify the problem? ______________________________

5. Bill had a weekly "allowance" of $5.00; one week, he met an old friend whom he hadn't seen in a long time, and to whom he owed hospitality. On the spur of the moment, Bill invited his friend to lunch. To Bill's chagrin, his friend ordered a $3.50 plate, instead of Bill's usual "hamburger and"...

   Can you identify the problem? ______________________________

6. Once a month, Bill and Susie go out to eat at a nice but modest restaurant. It makes Bill feel good, but Susie is always afraid that they will look miserbly in the eyes of the waiter unless Bill tips him at least 25% of the bill.

   Can you identify the problem? ______________________________

(Appendix A)

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SHOULD YOU USE CREDIT?

Credit is easy to get. It is so easy that sometimes you buy more than you can pay for.

Here are some reasons for using credit:

1. You can buy things you need when you don't have enough cash to pay for them.
2. You can use things while you pay for them.
3. If you still owe money on something that needs repairs, the store may give better service.
4. You may need credit for emergencies like sickness. You can get it easier if you have a good credit rating.

Can you think of other reasons for using credit?

Here are some reasons for not using credit:

1. It costs more than paying cash.
2. You may buy things you don't need.
3. You may buy more than you can pay for.
4. If you can't finish paying for things, you lose them. You also lose the money you have already paid.
5. You might not shop around to get the best buy.
6. You may agree to something you don't want because you don't know what the contract means.

Can you think of other reasons for NOT using credit?

Ask yourself these questions before you decide to buy on credit or borrow money:

1. Do I need it?
2. Do I need it now?
3. Is having it now worth the extra money I must pay to use credit?
4. Can I make the payments?
5. Will I pay too much interest?
6. What good will it do me?
7. What will I go without to pay for it?
8. Is it worth the risk of losing the money I have put into it if I can't finish paying for it?
9. Am I buying (or borrowing) from a fair and honest person?
10. Should I risk owing so much money that I won't be able to get more if I get sick or have an accident.

Think about your answers. Is it best to use credit or to wait until you can pay cash?

REMEMBER...Make sure you have more and better reasons for using credit than for not using it.

University of California, Agricultural Extension Service, Orange County

ARE YOU A GOOD CREDIT RISK?

Time at present address	
Less than two years	1 point
Two to five years	2 points
Over five years	3 points

Living quarters	
Home owner	5 points
Rented house or apartment	3 points
Living with parents or relatives	3 points
Trailer or rented room	0 points

Marital status	
Married	5 points
Single female	4 points
Single male	3 points
Separated	0 points
Divorced female	2 points
Divorced male	0 points
Widowed	5 points

Occupation (representative examples)	
Seasonal or unskilled worker	0 points
Military (noncomm.)	4 points
Military (officer)	7 points
Maintenance worker	5 points
Registered nurse	7 points
Plumber (skilled & salaried)	
more than $150 a week	5 points
$75 to $150 weekly	4 points
Secretary	6 points
Clerical worker	6 points
Teacher	7 points
Professional (lawyer, doctor, etc.)	7 points
Business executive	7 points
Public official	7 points
Scientist	7 points

Time at present and previous job (representative)	
Present job: less than two years Previous job: less than ten years	1 point
Present job: two to five years Previous job: ten years or more	3 points
Present job: seven years or more Previous job: less than ten years	5 points

Weekly earnings	
$60 or less	0 points
$61 to $75	1 point
$76 to $90	2 points
$91 to $100	3 points
$101 to $200	4 points
Over $200	5 points

Bank accounts	
None	0 points
Checking only	2 points
Savings only	3 points
Both checking and savings	6 poings

Credit references	
One department store	2 points
Two department stores	4 points
One gasoline credit card	2 points
Two gasoline credit cards	4 points
One finance company	minus 2 points
Two finance companies	minus 4 points
One small loan company	minus 2 points
Two small loan companies	minus 4 points
One credit jewelry store	minus 2 points
Two credit jewelry stores	minus 4 points

TOTAL FOR ALL CATEGORIES: ________________POINTS

A score of 30 points or more means your credit application will get automatic approval; 12 points or less means it will be denied.

PAGES (Appendix A Strategy 6+7) OF THIS DOCUMENT
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DON'T HIDE ME

DON'T LOSE ME

WHEN I'M NEEDED---

THERE'S NO TIME TO HUNT!!

VITAL TELEPHONE NUMBERS

____________________ (My doctor's name)

____________________ (My doctor's phone number)

1. Listing of qualified physicians when personal physician not available, consult:

____________________ (Name of local Medical Society)

____________________ (Medical Society phone number)

2. Accidental poinsoning, and own physician not available, call:

____________________ (Look up and verify local hospital for this service)

____________________ (Phone number)

3. Ambulance

____________________ (Name of Ambulance Service)

____________________ (Phone Number)

4. Fire Department:

____________________ (Phone number)

Police assistance:

____________________ (Phone number)

5. Hospital emergency room service, when own physician cannot be reached: (Some cities may share emergency services on different days; verify when (what day) emergency service is available, from what hospital).

____________________ (Name of hospital)

____________________ (Days available) (Phone number)

____

____________________ (Phone Number)

6. Crisis Intervention:

____________________ (Crisis Intake Service)

____________________ (Phone number)

7. Alcoholism information and treatment:

____________________ ____________________
(Name of Center) (Phone number)

8. Durg Abuse Information and Treatment Centers:

____________________ ____________________
(Name of Center) (Phone number)

9. V.D. Information and treatment:

____________________ ____________________
(Name of County/City Health Dept.) (Phone number)

10. First Aid Training--American Red Cross:

____________________ ____________________
(Phone number)

11. Mental health services:

____________________ ____________________
County/City Mental Health Service (Phone number)

12. Donate blood:

____________________ ____________________
(Local Blood Bank) (Phone number)

Adapted from a "give-away" list compiled by the local Metropolitan Life Insurance Company, Fresno, California.

Table 1

STATISTICAL SUMMARY OF INJURIES FROM CONSUMER PRODUCTS
BASED ON DEPARTMENT OF HEALTH, EDUCATION AND WELFARE ESTIMATES

APPLIANCES	
burns from gas and electric ranges	100,000
burns from coffeepots	40,000
burns from vaporizers	15,000
burns from irons	20,000
burns from sun and heat lamps	20,000
burns from other sources	30,000
injuries from wringer washing machines	100,000
other injuries from appliances	175,000
TOTAL	500,000
COOKING DEVICES	
burns from skillets	80,000
burns from pressure cookers	10,000
other injuries from cooking devices	60,000
TOTAL	150,000
KITCHEN GADGETS AND SERVING UTENSILS	
injuries from knives	190,000
other injuries from gadgets and utensils	310,000
TOTAL	500,000
HOME FURNISHINGS	
injuries involving beds	150,000
injuries involving chairs	100,000
injuries involving tables	60,000
injuries involving stools	50,000
injuries involving sofas	45,000
injuries involving venetian blinds	40,000
other injuries from home furnishings	55,000
TOTAL	500,000
HOME FIXTURES	
injuries from windows	100,000
injuries from stairs	1,800,000
injuries from tubs and showers	125,000
injuries from glass doors (patio, bath, etc.)	100,000
burns from hot water in bathroom	25,000
injuries from doors other than glass	150,000
other injuries from home fixtures	200,000
TOTAL	2,500,000
YARD AND GARDEN EQUIPMENT	
injuries from power mowers	140,000
other injuries from yard and garden equipment	360,000
TOTAL	500,000
RECREATIONAL EQUIPMENT	
injuries involving swings	500,000
injuries involving slides	200,000
injuries involving seesaws	50,000
other injuries from stationary equipment	250,000
injuries involving bicycles	1,000,000
injuries involving tricycles	100,000
other injuries from mobile equipment	200,000
injuries involving skates	200,000
injuries involving winter sports	400,000
injuries involving baseballs	500,000
injuries involving footballs	1,000,000
injuries involving basketballs	800,000
other injuries involving balls	700,000
injuries involving camping	200,000
injuries involving fishing	300,000
other and unknown injuries from sports eqpmt	500,000
poisoning from airplane glue	25,000
other injuries from hobby equipment	375,000
injuries involving toys	700,000
TOTAL	8,000,000
INCINERATORS TOTAL	50,000
FLAMMABLE LIQUIDS	
burns from gasoline	40,000
burns from lighter fluid	10,000
other burns from flammable liquids	10,000
poisonings from lighter fluid	15,000
poisonings from kerosene	15,000
poisonings from turpentine	25,000
other poisonings from flammable liquids	10,000
TOTAL	125,000

Rather than direct our energies toward developing new estimates of total injuries, we chose to study a number of household product hazards in depth. The data presented in the following pages come from four primary sources:

(1) Public hearings (Appendix I).
(2) A survey of injuries treated by U.S. physicians in April 1969.
(3) Continuing surveillance of injuries seen in emergency rooms of 14 hospitals near Washington, D.C., and Memphis, Tenn.
(4) A survey of product liability insurance claims from April to June 1969.

EVALUATING HAZARDS

In assessing individual hazards, we studied data relating frequency, severity, duration, and sequelae of injury to the frequency'and degree of exposure to the product. Other variables we looked at were the degree of inherent risk, the essentiality of the product, and the feasibility and approximate cost of safety improvements.

We also considered whether there were acceptable alternatives for a hazardous product; effects on the product of aging and wear; the contribution to hazards of defective maintenance and repair; exposure to instructions or warnings; influence of product advertising on behavior; the extent and forms of abnormal uses of the product; effects of storage, distribution, and disposal; and characteristics of the persons injured, including age, sex, skills, training, and experience.

UNREASONABLE HAZARDS

Beyond the foregoing guidelines for defining "unreasonable hazards," we believe that no completely

STATISTICAL SUMMARY OF INJURIES FROM CONSUMER PRODUCTS BASED ON DEPARTMENT OF HEALTH, EDUCATION AND WELFARE ESTIMATES

HEATING DEVICES		
burns from furnaces		30,000
gas explosions	20,000	
burns from hot water heaters		10,000
burns from room heaters		35,000
burns from floor furnaces		25,000
burns from other heating devices		35,000
other injuries from heating devices		40,000
	TOTAL	175,000
HOME WORKSHOP		
injuries from power saws		75,000
injuries from power drills		15,000
other injuries from home workshop		35,000
	TOTAL	125,000
HOME TOOLS		
injuries involving ladders		180,000
injuries involving saws		100,000
injuries involving hammers		150,000
other injuries from home tools		320,000
	TOTAL	750,000
LAUNDERING, CLEANING, POLISHING PRODUCTS		
poisonings from soaps, detergents, cleaners		40,000
poisonings from bleach		35,000
poisonings from disinfectants, deodorizers		20,000
poisonings from furniture polish		20,000
poisonings from lye, corrosives		15,000
other poisonings from laundering, cleaning and polishing products		20,000
other injuries from laundering, cleaning and polishing products		100,000
	TOTAL	250,000
FLAME PRODUCING DEVICES		
burns from flame producing devices		75,000
	TOTAL	75,000
CLOTHING INJURIES OTHER THAN BURNS		
	TOTAL	200,000
FIREARMS AND EXPLOSIVES		
injuries from firearms		120,000
injuries from fireworks		10,000
other injuries from firearms and explosives		20,000
	TOTAL	150,000
COSMETICS		
injuries from perfume, toilet water		20,000
injuries from lotions and creams		10,000
other injuries from cosmetics		30,000
	TOTAL	60,000
PERSONAL USE ITEMS		
injuries from shaving equipment		30,000
other injuries from personal use items		20,000
	TOTAL	50,000
PESTICIDES		
poisonings from insecticides		35,000
poisonings from rodenticides		20,000
other poisonings from pesticides		20,000
	TOTAL	75,000
CONTAINERS		
injuries involving cans and jars		160,000
injuries involving bottles		40,000
other injuries involving containers		50,000
	TOTAL	250,000
ESTIMATED TOTAL INJURIES FROM LISTED CONSUMER PRODUCTS		14,900,000

sfactory definition is possible. Prof. Corwin D. vards of the University of Oregon has presented an ellent statement which supplements our guidelines:

> "Risks of bodily harm to users are not unreasonable when consumers understand that risks exist, can appraise their probability and severity, know how to cope with them, and voluntarily accept them to get benefits that could not be obtained in less risky ways. When there is a risk of this character, consumers have reasonable opportunity to protect themselves; and public authorities should hesitate to substitute their value judgments about the desirability of the risk for those of the consumers who choose to incur it.
>
> "But preventable risk is not reasonable (*a*) when consumers do not know that it exists; or (*b*) when, though aware of it, consumers are unable to estimate its frequency and severity; or (*c*) when consumers do not know how to cope with it, and hence are likely to incur harm unnecessarily; or (*d*) when risk is unnecessary in . . . that it could be reduced or eliminated at a cost in money or in the performance of the product that consumers would willingly incur if they knew the facts and were given the choice.
>
> "Risks that are unreasonable by this definition of unreasonableness seem . . . to be common"[7].

In products we examined, we found evidence of substantial neglect of the consumer's right to safety, although in a few situations we were impressed by effective governmental action or the concern of conscientious manufacturers.

SUMMARY: PRODUCT HAZARD CONTROL

Evaluative Criteria, Product Hazards	Reasonable Product Risk IF:	Unreasonable Product Risk IF:
1. Frequency, severity of injury.	1. Consumers understand that risk exists	1. Consumers do not know risk exists.
2. Degree of exposure to product.	2. Consumers can appraise probability and severity of injury.	2. Consuemrs, when aware of risks, are unable to estimate injury frequency/severity.
3. Degree of inherent risk (how dangerous is the product?)	3. Consumers understand product use (under what conditions risk exists).	3. Consumers are unknowledgeable concerning care/use/safety factors, and incur injury unnecessarily.
4. The essentiality of the product.	4. Consumers voluntarily accept risks to get benefits that could not be obtained in any other way.	4. Risks could be reduced/eliminated at a cost in money/performance of product (which consumers would willingly accept if facts were known and if given a choice).
5. Feasibility of product improvement.		
6. Approximate cost of safety improvements.		

Ask yourself these questions:

Is there such a thing as a "reasonable" risk of injury in product use?

Should "essential" products be permitted to contain a "reasonable risk" of injury?

Are consumers really willing to pay for "product safety"?

Is consumer voluntary assumption of risk of injury a valid reason for providing products, which are essential but unsafe?

What can I, the consumer, DO about risk of injury in household/occupational/leisure-time products?

Adapted from:
National Commission on Product Safety Report. pp. 10-11. Final report presented to the President and Congress, June, 1970.

Appendix A
Strategy 7.2.3

HANDOUT: HOME ACCIDENTS

Home accidents rank second to motor vehicle accidents as a leading cause of accidental death. More nonfatal injuries occur in the home each year than in any other environment in which a person works, plays, or moves about. Many such injuries are wounds and are received within the home environment, usually as the result of the improper use of handling of physical objects.

Many conditions and activities that produce wounds at home are also present in the work environment. Tools, implements, appliances, and machinery are used in both places.

Accessibility to sharp, jagged, or pointed objects creates similar housekeeping, storage, and safeguarding requirements. The necessity for learning, guidance, supervision, and behavioral control exists at home as well as on the job. Knowledge, skill, experience, and judgment factors affect the accident potential.

A great variety of physical objects that are potentially destructive to body tissue can be found in any home. In home environments people frequently move about within a relatively confined space. Conditions and activities that can produce forceful impact between the body and some physical object are, therefore, ever-present. Preventive efforts must be directed toward the elimination, control, and avoidance of the source, direction and amount of tissue-destructive forces.

Appliamces and machinery can create tissue-destructive forces of varying intensity. Although they contain built-in safeguards, instructions for their safe and efficient operation is usually given in printed warnings and instructions. Handle such items according to the manufacturer's directions, and use recommended protective devices.

Sharp, jagged, or pointed objects require relatively little penetrating force to break skin tissue. When using such an object, direct its penetrating force away from the body or body parts. Keep such objects safely secured from unsuspecting hands and feet. When they are carried by hand from one place to another, make certain that conditions or activities that may cause a person to fall on the subject are eliminated. Protect children who lack knowledge and handling skill by keeping such objects out of sight or reach.

Tools and implements are, in most cases, designed to perform specific tasks. The amount of their cutting, turning, prying, drilling, or driving force potential is limited by design features. Use tools and implements only for their intended purpose.

Adapted From:
Standard First Aid and Personal Safety. The American Red Cross, Doubleday and Company. First Edition, 1973, Garden City, New York.

HANDOUT: LEISURE-TIME ACCIDENTS

Appendix A
Strategy 7.2.3

Leisure-time play activities provide people with an opportunity to relieve tensions and anxiety. Off-duty and away-from-home pursuits place people in a wide variety of accident-producing conditions and activities. Such conditions and activities may be spontaneous or planned, informal or structured, uninhibited or supervised. They take place in environments both natural and unnatural to man. Accident-producing actions may involve running, climbing, striking, throwing, jumping, soaring, building, riding, swimming, or similar activities in which people and physical objects are in motion.

Most games, sports, and play activities either create or take place within a situation where forces destructive of tissue and bone are present. Types and severities of injuries are equally varied, but wounds commonly result. Unfortunately, the effort required to prevent accidents when people are at play often is ignored in the quest for pleasure and personal satisfaction. But accident prevention efforts must be made to develop proper regard for safety without sacrifice of the personal satisfaction and pleasure that people seek from recreational activities.

Most wounds that occur in a play environment result from falling, running into an object, or being struck by a thrown or swung object. Elimination, control, or avoidance of such impact forces involves awareness of hazards, degree of performance skill, structural and mechanical factors, regard for rules and regulations, guidance and supervision, physical and mental capabilities, environmental conditions, and the use of protective equipment or devices.

Climbing is a natural form of spontaneous play among children. It becomes an unsafe activity whenever dangers such as poor footing and gripping, or structural weakness, go unrecognized or are ignored. Help children to recognize and understand such hazards. Give them direction and guidance that may be necessary to prevent a fall, particularly when constant supervision is impractical.

Informal play frequently exposes young children to unfamiliar conditions and dangerous activities. While exploring strange surroundings and experimenting with new objects, children often fail to look beyond the pleasure and personal satisfaction of the moment. Provide enough supervision of informal play to protect children against hazards they may fail to recognize.

Impact on the body is often expected in formal games or sports that find people or physical objects in motion, but rules and regulations help to protect participants from excessive impact forces. Instruction promotes and supervision permits control of dangerous forces. Ability to avoid tissue-destructive force is enhanced by good performance skill, use of recommended protective devices, and provision of a suitable play environment. A proper regard for safety increases the enjoyment of games and sports.

Adults also are predisposed to tissue-destructive forces in their active leisure-time pursuits. Recreational opportunities and interests continue to expand. More and more persons are performing their own home care and repair activities. Know your skill and physical limitations. Handle and use equipment with due respect for its limitations, and with proper concern for selfprotection and the protection of others.

Adapted from:
First Aid and Personal Safety. The American Red Cross. Doubleday and Company, Inc., First Edition, 1973, pp. 42-43.

Handout: Preventive Measures

The following specific actions may significantly prevent or reduce wound-causing accidents:

-use sharp objects only for their intended purpose, handle them with care, and keep them out of the reach of children.

-do not allow children to run with wooden sticks or with articles that may break if the children fall (for example, bottles, glasses, or plastic toys).

-mark or identify large picture walk-through doors so that unsuspecting individuals will see them and not walk into them.

-evaluate as sources of injury all household appliances and equipment for work or play, including power tools, lawnmowers, and all electrical equipment.

-follow the manufacturer's instructions carefully when using equipment.

-unplug electric cords when equipment is not in use.

-instruct children not to play with or around television sets, electrical devices in the kitchen and bathroom, fans, power tools, household cleaning equipment sewing machines, lawn tools, and other dangerous objects.

-be a safe individual/family member; check the home frequently for objects that may cause lacerations or puncture wounds.

-sweep up broken glass promptly. Discard cracked china and glassware. Use breakable dishes and containers for all children and around tile and cement surfaces.

-remove nails from boards.

-keep yards, garages, storage rooms, basements, and play areas free of trash and bottles.

-take special precautions with firearms and ammunition and observe safety rules.

-keep guns and ammunition in separate places, each protected by lock and key.

-do not allow children to play with any guns, including pellet and BB guns.

-assume that all guns,as you handle them, are loaded but never load a gun until you are ready to shoot it. Do not misuse blank cartridges; they can cause serious injury and even death.

-do not allow children to play with fireworks, avoid the temptation to show off with fireworks in front of them.

Adapted from:
Standard First Aid and Personal Safety. The American Red Cross, Doubleday and Company. First Edition, 1973. Garden City, New York, pp. 43-44.

Handout: Fire Hazard Prevention

(A responsible attitude toward acquiring preventive information in regard to fires and burns should lead the reader to resources beyond the basic discussion which follows.)

Fire hazards: Fires, burns, and other emergencies produced by fire are the third leading cause of accidental death. About 20% of the fatalities are children. The home environment is particularly dangerous. Some four out of five deaths due to fire occur in the home. In addition, numerous persons are affected by nonfatal burn injuries each year. Prevention of burns is, essentially, a matter of preventing fires, as well as protection of self and others from sources of extreme heat other than fire.

1. Smoking and matches: Home fires and home injuries are often the result or children playing with matches and careless handling of matches by adults. When the hazards of dangerous play are not fully understood by children, protective measures similar to those controlling accessibility to dangerous poisons should be followed. Careless handling or disposal of matches and lighted cigarettes is a primary factor in the cause of about 25% of all fires of known origin.

   Smoking in bed in one of the most frequent causes of fire in homes and places of public accomodation. In addition to the danger of burns, a fire in bedding also releases toxic gases that can quietly suffocate sleeping persons in the room or in other parts of the building. Considering the number of fire fatalities where smoking in bed has been identified as the primary causative factor, smokers should see that the practice seems most unwise.

2. Cooking and heating equipment: Cooking and heating equipment is a common source of fires and burns. It is very important that equipment be kept in good repair. A qualified person should inspect and clean heating systems and chimneys annually. If repairs are needed, an expert should be called upon.

   Flammable liquids create a special handling and storage problem. If a stove uses fuel oil, store surplus quantities outdoors. Do not use highly flammable liquids for household purposes or for lighting a charcoal grill or other fire. Store flammable liquids in safety containers that seal off explosive vapors from the air. Any flame or spark can produce an explosive-like flash fire wherever a concentration of volatile fumes exists. Similar precautions are necessary where gas is used as a fuel. If a pilot light or gas burner blows out, ventilate thoroughly, then carefully follow the manufacturer's directions in relighting the unit.

   Fire and burn prevention also requires that good housekeeping and safe personal practices be followed in the use of cooking and heating equipment. Cooking surfaces should be kept clean from grease. Turn pot handles so that they do not stick out over the edge of a stove; otherwise, children might pull scalding liquids down upon themselves. Keep portable space heaters out of room traffic lanes and turn them off before going to bed. Make sure that curtains cannot blow across cooking surfaces and that loose clothing is not worn around cooking burners. Remember, too, that children need special protection from these and other potentially hazardous fire situations.

3. Fires of electrical origin: Fires of electrical origin are usually the result of overloaded or defective wiring, and worn-out or damaged power tools, appliances, fractional horsepower motors, fixture outlets, and cords.

Many older homes are not electrically wired to accommodate the number of appliances and amount of electrical equipment that are in common use today. In such homes, it is most important that fuses are the right size so that circuits are protected from becoming overloaded. A fuse or a circuit breaker, which acts as a safety valve for overloaded circuits, slows or cuts off the current so that wiring will not overheat and create a fire.

Fire and burn protection also requires worn-out or damaged tools, appliances, cords and other electrical items to be either discarded or repaired. Repairs should be made by qualified repairmen. Repairs are particularly important where television sets are concerned. Unless a television set is designed specifically for installation in a tightly enclosed space, do not install it where required ventialtion will be obstructed;a fire hazard can be created if adquate ventilation is not provided.

An absence of grounded circuits and electrical appliances or equipment without grounded wiring poses the ever-present danger that a current of electricity can reach and pass through the body. A three-holed wall receptacle implies a grounded circuit. A three-pronged plug on an appliance cord or piece of electrical equipment implies that the item is wired to afford protection against electric currents reaching the body provided that the item is plugged into a grounded circuit. Whenever a manufacturer recommedns that electrical appliances or equipment should be grounded, follow the advice. If both the circuit and the appliance are improperly wired and plugged for grounding, have a competent electrician inspect the circuit wiring, circuit load, and wall receptacle, and request him to ground the piece of equipment or appliance.

Specific Fire or Burn Prevention

-install fire extinguishers in danger spots.
-keep a garden hose near a faucet for use in case of fire.
-install adequate insulation at all heating surfaces.
-install home fire dectector.
-repair or replace defective or inadequate electrical wiring.
-perform the required maintenance on heating systems.
-dispose of trash immediately.
-use only nonflammable cleaning fluids.
-hand clothes well away from stoves or fireplaces.
-place curtains so that they will not blow into flames from any stove, candle, etc.
-store flammable materials in a safe place.
-do not overload electrical circuits.
-supervise children playing near an open fire.
-store matches in a metal container and out of reach of children.

- turn pot handles away from the edge of the stove.
- do not leave tubs of hot water where children can fall into them.
- do not smoke in bed.
- do not smoke if you are sleepy.
- provide adequate ashtrays throughout the house.

Escape From Fire

Every family should have a fire escape plan that includes at least two possible ways to get outdoors from every room in the house. Emergency exit plans should be discussed and practiced until each family member knows exactly what to do. The two most important things are, first, to get everybody out of the house, and then to call the fire department.

Escape from fire is more likely to be accomplished safely if certain basic facts are understood. For example, since heated air and carbon monoxide gas tend to rise, persons should stay close to the floor. Any part of the body covered by a thick cloth, particularly if the cloth is wet, will be protected for a time from heat, but not from flames. It is especially important to protect the hands, face, and respiratory passages. There is acutally no satisfactory protection against carbon monoxide, but the lowest concentration of the gas will be found in air near the floor. If the clothing catches fire, do not run; roll on the floor or ground. Smother the flaming clothes of another person with a coat or blanket.

When attempting to escape, place the palm of your hand against any inside door before opening it. If the door feels hot, either leave by another exit or wait at a window for rescue. Open the window slightly, from the bottom, so that fresh breathing air can be obtained. Hang clothing or a bedsheet from the window to signal rescuers. If a door feels cool to the touch, open it slightly, staying low and behind the door. The next room may contain superheated air, under pressure, that could explode as it expands. Pass your hand across the door opening, and if the air feels cool, it should be safe to enter.

Close doors behind you upon leaving rooms and the house. Fire travels faster when doors and windows are open. After everybody is safely out of the house, call the fire department, giving your name and the address where the fire is located.

Rescues Involving Fires

If you are trapped in a burning building or must enter to rescue someone, put a thick, wet cloth over your mouth and nose. This cloth will protect your air passages from the heat. It will not, however, protect you from the poisonous gases.

Before opening a door in a burning building, feel the door to check for extreme heat. If the door is very hot, try to find another way out.

If the door is cool (or slightly warm), crouch low behind the door as you open it slowly.

Usually the stairway is safer than the elevator when you are escaping from a burning building. The fire may damage the elevator and trap you inside.

If you are trapped on an upper floor, find a room with a window in it. Close the door and transom; open the window slightly and breathe the incoming air; signal for help by hanging something large (coat, sheet, rug) out the window; then lie on the floor.

Adapted from:
First Aid and Personal Safety. The American Red Cross, Doubleday and Company, Inc., First Edition, 1973, pp. 153-158; 249.

PAGES (Appendix A Strategy 7.4.3) OF THIS DOCUMENT
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Appendix B
Strategy 1.1.5

Even Homes Show A Cultural Heritage

Factors underlying architectural styles of early American homes (pictures, Appendix, p. A-1) may include:

1. Locality
2. Climate
3. Availability of types of building materials
4. Availability of manpower
5. Personal income
6. Building costs
7. Personal preference
8. Number, age of family members
9. Technological advancement
10. Similarity to homes in country of ethnic origin

Ask learners each to express a personal preference for one of the early American homes shown. Help them decide whether the copying of English/European homes (Appendix B, p.) today expresses a nostalgia on the part of buyers for a country or origin.

Discuss why the earlier American home builders chose to copy English/European architectural styles. Would people who have been living in this country for more than one generation tend to express preferences for homes similar to these in the country of origin?

It is suggested that learners canvas sections of homes representative of low, middle,and high income home owners, finding homes which appear to have features which identify each as being derived from one of the Anglo/European prototypes.

Appendix B
Strategy 1.2.1

CULTURAL COMMALITIES AND DIFFERENCES

Teacher information, which may prove useful in stimulating learners in the teacher/learner discussion concerning commonalities and differences among cultures, is largely taken from Wood's book.

Language: Differences in word usage: In English, the clock "runs," in Spanish it "walks"...."Language becomes a guide to the way a person perceives events and objects in the world about him."

Differences in sound: One's own language is familiar; a "foreign" tongue often sounds "harsh," "nasal," "singsong," "gutteral," "squeaky," "absurd rolling of r r r r's." Ask: are these "facts" or value judgements?

Translations tend not to convey the beauty and meaning found in the original language.[1]

Government: In a culture characterized by the patriarchal family, people tend to respect authority, obey laws to the letter. In other cultures, respect for authority and law assume less importance.

Trust in and use of the law-enforcing person for help in time of need is influenced by cultural heritage. The family, in some cultures, is the "law," and family wishes supercede formal governmental laws. The individual may become an independent representative of the family in redressing wrongs, outside governmental procedures.

Family Structure: Preference of family members for boys over girls or girls over boys is based on cultural heritage. In the oriental family, for example, inheritance is through the eldest son and it is mandatory for each oriental family to have a male heir. In the Black family, which is matriarchal in structure, either sex is welcomed into the family. Placing a child up for adoption is an evasion of love and responsibility unacceptable to most Black families.

Religion: Religion serves to preserve a sense of belonging and security to a newcomer, who seeks the church attended prior to moving or immigrating.

The church serves as a basis for recreational as well as religious events.

Church serves as a place in which one may meet people with a similar heritage, perhaps from the "old country," who share the same language and who may help in identifying important ways for the newcomer to deal with life in what is (to the newcomer) a "strange land."

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[1] The teacher might like to provide a literal translation of a line of well-known English poetry to another tongue, and vise versa.

Folk Tales/Myths, Superstitions: Cultural beliefs include:

Stars influence human behavior
Voodoo or witchcraft used to protect/control self and others
Development of epic folk stories: commonly recognized are "Neibelungenlied"; "Roman de la Rose"; "Beowulf."
Tales of elves, giants, supernatural beings abound among cultures.

ALTERNATIVE LEARNING EXPERIENCE

Show the following films; plan class discussion after each.

Man and His Culture is in the form of a "report from outer space." This film shows different cultures on the earth's surface and reasons for those differences. It also considers the things which most cultures have in common, how cultures are transmitted from one generation to the next, and the ways in which they change.

Four Families is in two parts. Part I is an on-the-spot comparison of family life in India and France in which Margaret Mead discusses how the upbringing of the child contributes to a distinctive national character. Part II is an on-the-spot comparison of family life in Japan and Canada in which Margaret Mead discusses how the upbringing of a child contributes to a distinctive national character.

Directions to the Teacher

ALTERNATIVE LEARNING EXPERIENCES: COMMONALITIES AMONG CULTURES

(To be used in conjunction with learners' handout, Commonalities Among Cultures)

1. Using music as an example of cultural heritage, play music representative of the far east, middle-European, and the United States.

   Is it true that familiarity tends to bring about acceptance and preference in music?

2. Have learners react to cross-cultural music, identifying differences without making value judgments.

3. Play recordings of music representative of the years 1920-30; 1945-50; present day "popular" music.

   Have learners react to music popular in the United States at different periods in time. What events in the United States may be held accountable for such differences?

   Ask learners to find out the names of favorite songs of melodies from people in age ranges, such as: 16-25; 40-50; 60-up; identify the year when the favorite song(s) was current. Ask learners to comment on the results of this experience.

4. Ask learners to generalize about their discoveries. Such generalizations may include:

   There are other commonalities among cultures, although they may not be listed as universals.

   Age differences and societal events may influence a cultural pattern from generation to generation.

   While music is a universal, as an expression of fine or folk art, its form appears to change as a result of geographic location/distance.

Putting It All Together: A Game

Directions to the teacher:

1. Explain that learners are to divide into groups of 4 or 5, to work together within their groups.

2. Provide learners with the blank chart entitled, "Cultural Aspects of American Ethnic Groups, A Stereotype." Provide 1 blank chart for each group.

3. Saving a master copy, cut up each of the squares of the chart which describes cultural value stereotypes of American ethnic groups; there should be one set of cut-up squares for each small group of learners.

4. Explain that the "housing" sections will remain blank, for future use.

5. Learners are to fill the blank sheets with the ethnic value cut-outs under the correct ethnic group within 15 minutes.

6. When groups have completed their fill-in, use the overhead projector to show the original, filled-in chart.

7. Ask learners to compare their groups' placement of cultural values with the original. Lead a discussion concerning learners' placement (or wrong placement) of cultural values.

8. Discuss the danger of a stereotype of cultural values; ask learners to provide instances of ethnic differences from the stereotype.

9. Discuss the need to use the suggested cultural stereotype as a guide in developing lists of cultural characteristics for those groups with whom they will deal as Housing Management Aides.

* * * *

ALTERNATIVE LEARNING EXPERIENCES

Applied short answer questions: Answer these questions as your instructor suggests. Some can be answered briefly, while others will require more time and thought. Although some questions do not have a right answer in the usual sense, your ability to apply what you have learned in this Module will help you write a better response.

1. Would you forbid the vote to women? Teen-agers? Blacks? Men? Mexican-Americans? Indians?
2. If a racially integrated section exists (or were to exist) in your community, would you be willing to live in it?
3. What is your concept of a friend?

Case Study

Marie was a young woman who belonged to a church that taught that marriage was acceptable only when solemnized by the proper authority and only between members of the same faith. She had been going steady with a nonmember of the church, was becoming very serious about the young man, and had talked about marriage. He, however, had his own religious beliefs. He felt that they could be married in a civil ceremony and be very happy. To Marie and her parents, this was a real stumbling block and Marie even contemplated giving up her steady, although she loved him very much.

Assign roles of Marie, her steady, and the father and mother of each young person. Work out possible solutions.

BLUE RIBBON/GREEN RIBBON, A SIMULATION GAME

INSTRUCTIONS FOR THE GAME

Teacher Instructions: Explain that this is a simulation game in which each learner will become a group member with a role to play. Stress that the roles of Blue and Green Ribbons were designed to be relatively consistent as cultural patterns but were not designed to represent any stereotyped cultural group.

Two cultural groups, the Blue Ribbons and the Green Ribbons, are living in substandard housing in an area in which social and economic pressures against them are strong.

A new housing area with two facilities, each sufficiently large to house both groups, is available at an economical rate, and the social and economic pressures are lower there.

The objective is for the Facilitator and Authority Figure to persuade the Blue and Green Ribbons to move from their present area to the new area.

The teacher will:

1. Divide leraners into three sections:
    a. Blue Ribbons
    b. Green Ribbons
    c. Authority Figures and Facilitators
2. Pass out the role sheets and symbols.
    a. Give each Blue Ribbon and Green Ribbon member the appropriately colored ribbon and, within each section, alternatively assign an "older" or "younger" age to each (so that half the Blue Ribbon members are "older" and half are "younger.")
    b. Alternatively assign the Authority Figures/Facilitators roles; give each Authority Figure a star and each Facilitator a peace symbol.(   )
    c. Allow five minutes for each section to discuss among themselves the roles they are to play, answering questions they raise without revealing roles to the other section. Learners are not to discuss roles outside their section.
3. Make up groups consisting of one each "older" Blue and Green Ribbon members; one each "younger" Blue and Green Ribbon members; one Facilitator and one Authority Figure (6 in each group).
4. Each group is to be given 20 minutes to meet and discuss the Facilitator's objective: to move the Blue and Green Ribbons to a new housing facility in a new area.

    Just before the groups are to begin their discussion, gi[illegible]ach Facilitator a copy of the Blue Ribbon and Green Ribbon role sheets. [illegible]l them they may use the information as they see fit, but thev are not to [illegible]scuss it. Allow no time to review the sheets.

5. At the conclusion of the 20 minutes, have each group discuss:
    a. How each felt in role (tell the learners to stress feelings; watch out for "I thought")
    b. How each felt, and why each felt that way, toward:
        (1) Blue/Green Ribbons
        (2) Authority Figure
        (3) Facilitator

6. Reassemble all learners.
    a. Ask each Facilitator who was successful in moving the Blue and Green Ribbons without the use of the Authority Figure to state the reasons for this success.

       Ask learners to discuss the validity of each statement made by the Facilitator.

    b. Ask learners to discuss:
        (1) How the Facilitator in each group could better have achieved the move.
        (2) The decision made concerning choices of facilities, i.e., whether the Blues and Greens were to live in the same multiple dwelling unit or in separate units. On what basis was this decision made? Was the Facilitator responsible for the final decision?

    c. Ask learners to determine whether relations between the two groups (Blues/Greens) improved or worsened as a result of the Facilitator's efforts, and why.

    d. Ask learners to react to the following statements:
        (1) It might have been easier for the Facilitator to have achieved the objective (move the Blues and Greens to another area) if the Facilitator had been provided with time to study the Blue/Green role sheets.
        (2) If the Facilitator had been able to help the Blues and Greens to understand one another, achievement of the move would have taken place within a shorter period of time and with expressions of satisfaction on the part of all.

    e. Help learners suggest items of information not available on the Blue/Green role sheets that would have been helpful to the Facilitator and items which were on the role sheet, but were not relevant to the Facilitator's objective.

    f. Have learners re-examine the "attitudes" listed on the Blue/Green role sheets in the light of their being prejudices.
        (1) Blue/Green role members are to discuss the value of being aware of their role prejudices in dealing with each other.
        (2) Help all learners develop a judgemental statement reflecting concensus on the usefulness of recognizing own and others' prejudices.

7. Variations of the simulation game:
   a. The teacher may use one group, who would role play in front of the rest of the learners. This would permit the teacher to give instructions and define roles in more detail and allow the learners to be "in the know" about what is happening.

      Each role should be discussed with role players in front of the learners one at a time, with other role players outside the room.

   b. The teacher may omit the part in which the Facilitator is given the Blue/Green role sheets (see outline, 4, second paragraph); or, the teacher may wish to give the role sheets to the Facilitator at the same time they receive their own roles.

   c. The teacher may wish to set up "comparison" groups, giving some Facilitators role sheets for the Blue/Green Ribbons, and not giving them to others.

* * * * * * * * * * * * * * * * *

Please note: The "bonus" mentioned in the role sheets of the Facilitator and the Authority Figure is a prop to provide motivation and conflict between these roles. They were not intended to play a part in the learner discussions which follow role play.

ALTERNATIVE LEARNING EXPERIENCES

1. Class Project

   Is anyone of the learners a member of an ethnic minority who has suffered from prejudice? If so, ask him to describe his experiences. Select two or three such experiences and discuss them briefly. Then take one instance and assign roles for role-playing. Ask the person who received the prejudice to play the part of the person who is exhibiting prejudice.

2. Provide learners with the magazine article How America lives (appendix, p. A-20 from Ladies' Home Journal; ask learners to compare and contrast the stereotyped cultural characteristics with those indicated by the writers. How are cultural values changing? Perhaps the teacher may wish to discuss with learners the value in becoming "one nation, indivisable" with contributions from all derived from the richly different sets of cultural diversities.

TRANSPORTATION OF HOUSEHOLD GOODS

Suggested factors to consider in choosing the "best" means to use for the transportation of household goods:

--distance of move
--availability of help from friends
--size, health, ages of family members
--number of rooms of furniture (weight of goods to be moved)
--possibility of "time payment" plan from a commercial moving company
--time limitations of individuals/family members, imposed by work other than that connected to moving
--presence of stairs, narrow hallways in present and future residence
--amount of money needed to make move

CASE STUDIES: GROUP GAME

The teacher may wish to reinforce learners considering those factors essential when making a decision about the "best" way to move. A suggested game for this purpose may be modified to meet learners' needs. The following game is based on learners' case studies The Best Move (appendix, A-27-30).

Steps: 1. One member from each group of learners is chosen to act as a team of "judges." Other group members are a "team."

2. Each team is given an opportunity to "draw" for the order in which they present their choices of moving for the families provided in the case studies, "A Smooth Move."

3. The team who draws the number 1, presents their family members, ages, size of home from which they are moving, and the distance of the move. They state the reasons for their choice and list the advantages to the family on the chalkboard.

4. Opposing teams are given 5 minutes to list disadvantages and provide an alternative to make "A Smooth Move." If any team can list more disadvantages than the presenting team's advantages, they "challenge" the presenting team. They must list the disadvantages to the challenged team's choice on the chalkboard; state their alternative choice, and provide the reasons for the new choice.

5. The challenged team may question the challenger's disadvantages as well as the alternative choice and the reasons given.

6. The "judges" confer and make a final decision, based on the factors to be considered in making such choices; decision is made through a majority vote of the judges. The decision is final.

7. The decisions/choices made by either the "challenging" team or the "presenting" team is approved or disqualified by the judge's decision.

8. Play continues until all teams have presented their choices, reasons and advantages for making such a choice for the family from the case studies in "A Smooth Move."

Questions to Ask: "Planning to Move"

The teacher will find the following questions helpful to the learners as they begin to organize appropriately in order to provide information to clients who are moving. As Housing Management Aides, learners need practice in developing organized and sequential steps to follow when helping clients.

1. What materials must be assembled when planning to move? (Cartons, masking tape, marking pen, newspaper, unprinted paper, etc.)
2. Which items may be packed ahead of time, and which must be kept out for day-to-day use?
3. When packing, can items be stored in drawers? Which items?
4. Which items will be needed on moving day? (Need to plan for moving day meals, etc.)
5. Are clothes best packed in trunks and suitcases, or moved in the family car?
6. How should lamp shades be packed?
7. What is the best technique to insure safety of electrical cords attached to lamps/appliances when packing?
8. Have all items been washed/cleaned prior to packing?
9. How does one pack frozen foods?
10. What about supplies and equipment for pre- and post-moving cleanup?
11. What is the best method for packing "breakables"?
12. What are the best techniques in packing "unbreakables"?

Many more questions should come from the learners as a result of the questions used as a basis for class discussion.

Suggestions for Learners: "A Schedule for Packing"

These suggestions may prove helpful:

1. It should be pointed out that each individual/family will need a plan suited for their needs; therefore, only a general outline suggesting organization will work.

2. While it is important to start "soon enough," the time to begin packing will depend upon how many individuals are planning to help with the move. It is wise to schedule and make plans to keep the "upheaval" of moving to a minimum. Each individual/family has different amounts of time and energy; the number of friends who are available to help will vary.

3. The suggested schedule, "Planning to Pack," may be varied in many ways.

4. Learners might take into account the needs of families.
   -where there are small children
   -where there are aged family members
   -where there is only a young couple
   -where the adult members both work; time is limited

   How would these needs affect a moving schedule?

5. The importance of developing materials for the Housing Management Aide portfolio needs emphasis. It is also necessary to help learners realize that these materials provide guidelines rather than establish an inflexible schedule of tasks for the Housing Management Aide.

Planning Furniture Placement

In providing this experience, learners are able to experience some of the problems they will encounter when working as Housing Management Aides, helping clients foresee what furniture to take and/or replace; and, what items should be disposed of prior to moving.

1. Establish an "average" rental price for one-, two-, and three-bedroom multi-units by having learners check through realtors.

2. Explain to learners that they will work in groups of four, two of which will represent the family provided in the case study drawn or allotted to the group. In the case of the widow, the other member will represent an adult son or daughter.

3. Groups are to choose the "right sized" multi-unit for the case study, providing reasons for their choice. Both "family members" and "Housing Management Aides" must agree on the suitability of the unit. Each group should mention family needs related to size of family and income.

4. The group will work together, with the "Aides" placing the furniture tentatively, and asking for approval from the "family members." The Aides will change furniture placement to suit the "family," if necessary. Lists are to be kept of furniture placed, new furniture needed, and furniture which should be sold or given away.

5. Each group shows the furniture placement in the rooms. "New" furniture must be labeled "N." If more than one item is marked "N," raise the question, (related to the real world), Would many individuals purchase new furniture when moving? Why, or why not?

In order to show that such furniture placement is not "busy work," lead a discussion centered around the reasons for this activity. Such reasons when moving may include:

- -furniture is moved at once into the appropriate place (correct room, right place).
- -the procedure saves time, energy, money.
- -the method aids in making decisions concerning what furniture should or should not be moved to the new dwelling. Perhaps selling some items will provide money to purchase new, needed item(s).
- -new furniture which is needed is identified.
- -traffic patterns and living space for family members may be provided; conversational, recreational, and working areas may be planned; a place for each family member's personal possessions may be found.

Ask learners to add other advantages of this system of planning furniture placement. List all reasons on the chalkboard, and ask learners to add the "kit" of graph paper and templates, together with reasons for their use, to their portfolios.

Appendix B
Strategy 2.5.2

PSYCHOMOTOR EVALUATION

Instructions: This instrument may be used as part of the pre-assessment or sections may be used to evaluate learning experiences.

Check the appropriate column to indicate whether acceptable procedures are used by the learners.

Packing To Move

Did the learner do each of these correctly?	No	Yes	Comments
"Breakables"			
Spouts, handles, stems wrapped securely			
Interior securely padded			
Flat dishes stacked with liner			
Lids, knobs, wrapped, padded			
Heavy pieces packed on bottom of carton			
Nonbreakables			
Nesting, with liners			
Use of largest pieces as storage (dish pan, garbage pail, etc.)			
Heaviest pieces on bottom of carton			
Carton or container solidly packed (crevices filled with paper)			
Crushables			
Use of unprinted paper			
Covering lamp shades			
Nesting lamp shades where possible			
Books			
Use of small cartons (weight consideration)			
Crevices filled with paper			
Cartons			
Firmly filled			
Masking tape on all open edges			
Appropriately marked with room number, contents			

COFFEE BUREAUCRACY: INSTRUCTIONS FOR TEACHER

The teacher will choose "agents" and go over instructions with them the day before game is to be played.

Instructions: This game is an experience in building frustration as the result of "clients" meeting rules and regulations they do not understand and for which they have not been prepared. Confrontations with busy, worried, harrassed, and indifferent "Bureau Agents" increases the feelings of frustration.

1. Ditto off the flow chart for each "agent."
2. Provide each "agent" with instruction sheet made for that agent.
3. Go over flow chart, explaining that 1.1, 2.1 and 3.1 represent Bureau 1, Bureau 2, Bureau 3, etc.
4. Explain that Agent 5, Bureau 5, will not enter into the simulation experience unless specifically asked for information by a client.
5. On the day the game is to be played, arrange for "Bureau" areas in the room; provide "agents" with supplies needed.
6. Read directions to clients: (If class is small, each of the learners has an opportunity to become a "client." If class is large, arrange to have half the learners observe.)

Directions for Learners: You have all played games in which you have moved chessmen or checkers across a game board. In this game, you will move yourselves through the game by following the rules you will receive from the people you meet as "agents."

The situation: You are hungry and you have been told that coffee and doughnuts are available and free for the asking from "agents" in the Bureau Building.

This room represents that building. You will begin at Bureau 1. Please form a line and go to Agent 1, Bureau 1. Remember if you want coffee and doughnuts, you must follow the agents' instructions.

COFFEE BUREAUCRACY: INSTRUCTIONS FOR TEACHER

Materials/supplies needed: Signs: Bureau 1, Agent 1; Bureau 2, Agent 2 (and so on).

Agent 1: Coffee/doughnuts; cups, spoons, napkins, etc.

Agent 2: Form: A slip of paper to fill in

(Client's name)

(Client's address)

(Phone number)

Agent 3: An affidavit; and a permission slip.

AFFIDAVIT

(Client's name)

(Date)

I hereby state that I am the person signed above.

(Agent 3's initials)

PERMISSION SLIP

(Client's name)
has received permission to obtain the required form.

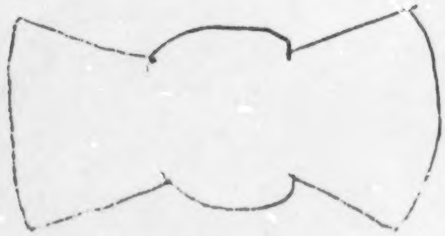
(Agent 3's initials)

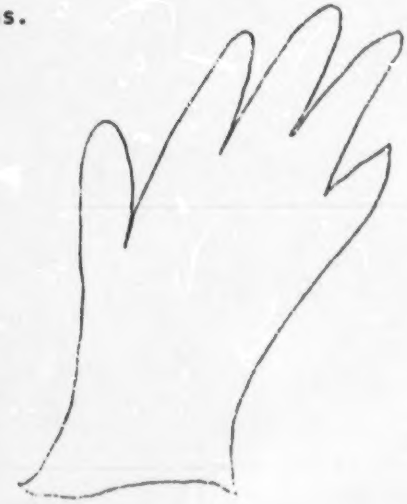
Agent 4: "Qualified" Slip; and a die to toss.

QUALIFIED FOR COFFEE AND DOUGHNUTS

(Agent 4's initials)

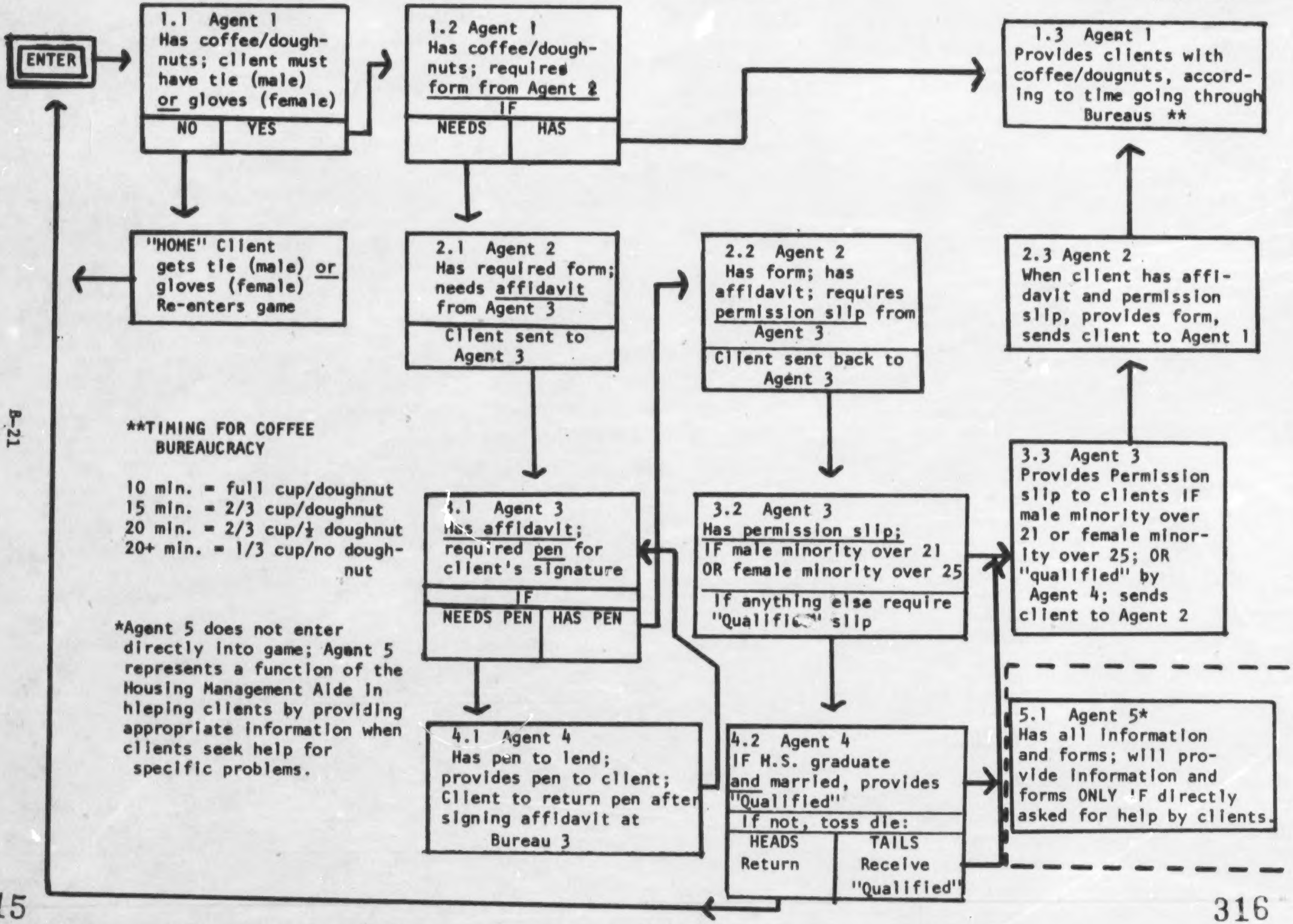
Clients: "Ties" cut out of colored paper; pins.
"Gloves" cut out of colored paper; pins.





Agent 5: Agent 5 will have all forms needed by clients, as well as pens to lend for signatures. Agent 5 understands how to meet clients' needs in as short a time as possible. Agent 5 represents the well-informed Housing Management Aide.

FLOW CHART: COFFEE BUREAUCRACY


ENTER
1.1 Agent 1
Has coffee/doughnuts; client must have tie (male) or gloves (female)
NO
YES
1.2 Agent 1
Has coffee/doughnuts; requires form from Agent 2
IF
NEEDS
HAS
1.3 Agent 1
Provides clients with coffee/dougnuts, according to time going through Bureaus **
"HOME" Client gets tie (male) or gloves (female) Re-enters game
2.1 Agent 2
Has required form; needs affidavit from Agent 3
Client sent to Agent 3
2.2 Agent 2
Has form; has affidavit; requires permission slip from Agent 3
Client sent back to Agent 3
2.3 Agent 2
When client has affidavit and permission slip, provides form, sends client to Agent 1
3.1 Agent 3
Has affidavit; required pen for client's signature
IF
NEEDS PEN
HAS PEN
3.2 Agent 3
Has permission slip; IF male minority over 21 OR female minority over 25
If anything else require "Qualified" slip
3.3 Agent 3
Provides Permission slip to clients IF male minority over 21 or female minority over 25; OR "qualified" by Agent 4; sends client to Agent 2
4.1 Agent 4
Has pen to lend; provides pen to client; Client to return pen after signing affidavit at Bureau 3
4.2 Agent 4
IF H.S. graduate and married, provides "Qualified"
If not, toss die:
HEADS Return
TAILS Receive "Qualified"
5.1 Agent 5*
Has all information and forms; will provide information and forms ONLY IF directly asked for help by clients.

**TIMING FOR COFFEE BUREAUCRACY

10 min. = full cup/doughnut
15 min. = 2/3 cup/doughnut
20 min. = 2/3 cup/½ doughnut
20+ min. = 1/3 cup/no doughnut

*Agent 5 does not enter directly into game; Agent 5 represents a function of the Housing Management Aide in hleping clients by providing appropriate information when clients seek help for specific problems.

EVALUATION FORM: "COFFEE BUREAUCRACY"

This is not a test. Please fill in the open-ended sentences, telling how you fee.

PEOPLE IN ORGANIZATIONS

You are to write a descriptive sentence (or two) describing your feelings about the people in organizations you have just encountered in the game, "Coffee Bureaucracy."

Bureau 1: The bureau to which you were first directed.

I would like to tell Agent 1 --

Bureau 2: Where you were sent to pick up and fill out a form.

I felt Agent 2 was --

Bureau 3: The bureau where the affidavits were to be found.

Agent 3 made me feel --

Bureau 4: You were sent here if you needed a pen to sign the affidavit in ink.

My honest opinion of Agent 4 is --

Bureau 5: You were never sent to Bureau 5; however, if you stopped to see if this agent could help you, fill in this open-ended sentence.

Agent 5 was --

Write a short paragraph indicating how you think people would feel if they were confronted with a similar experience:

If I had to sum up how I felt in just one word, I would say I feel (felt)

______________________________!

SUGGESTIONS REGARDING FORM

Any form developed by learners to meet local needs should include the following:

Name of agency, phone number, address.
Function served. (what agency provides)
Contact person, name and phone number, eligibility requirements (client).
General services provided and/or special services provided.
Special requirements (e.g., client must bring birth certificate, Social Security number, etc.)
Location of agency (most direct route, identifying well-known cross streets; transportation available--bus number, etc.).

It will be helpful to have learners develop a form, and then to fill in forms concerning available public/private agencies relevant to their work as Housing Management Aides. Each learner should leave the class with identical portfolios, ready to use on the job. All references to "portfolio" materials for learners relate to the development of working materials suitable for each Housing Management Aide.

BEHAVIOR: THE MIRROR OF SELF

Instructions to the teacher: The lines separating this lesson on human behavior indicate separate sections which are to be read and discussed one at a time.

What is Behavior? Behavior is what people do. It is a process of adaptation to one's environment, and is closely related to an individual's perceptions of the rewards resulting from his actions, as compared to the costs thereof. This perception is in turn influenced by the personal needs, desires, aspirations, and wants experienced by a person.

Learning Behavior Patterns: Learners can be better prepared for work in the area of Housing Management if they can be helped to develop an attitude that will enable them to understand human behavior, rather than to judge it. They must learn to understand what causes behavior, as opposed to the common notion that deviant or antisocial behavior springs from fundamental "badness" and "orneriness."

Feelings Related to Behavior: Feelings have to do with the emotional side of man, with his sentiments, passions, and susceptibilities. The emotional nature of the human being is one of the most complex aspects of human behavior. There are three aspects of this response:

1. Conscious experience -- the feeling of being happy, anxious, or afraid. These conscious aspects of emotion are of prime importance in our importance in our personal and social adjustment.

2. Physical responses -- the physiological reaction to a strong feeling such as fear or rage. This biological response involves coordinated muscular, chemical, glandular, and neural activities throughout the body.

3. Feelings as motives for behavior -- a life without emotion would literally be a life without "motion." Feelings and emotion are directly related to behavior. A feeling is a reaction to a symbol or external stimulus, and is aroused within the individual in direct relation to the significance of the situation to that individual.

Behavior Influencing our Viewpoints of Others: Each of us, whether we realize it or not, forms a way of looking at human beings in general--a kind of philosophical viewpoint on human nature. This viewpoint has been determined by our personal value system and attitudes towards ourselves and others; value judgments which are tempered by our own way of accepting the central essence of human beings.

Let us now examine some different ways of looking at the basic nature of human individuals:

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[1] Excerpted and adapted from pp. 24, 25, 26: Preparing for Public Service Occupations; Social and Economic Services, Unit 2. California State Department of Education, Vocational Education Section, Program Planning Unit, Sacramento, CA 1973.

View 1: Human beings are basically good--This is an optimistic way of looking at people. It implies that basic nature is always to do good.

View 2: Human beings are basically evil--This is the pessimistic viewpoint. Here the human individual's basic nature is considered to be evil or sinful, and there is constantly a struggle to overcome an evil nature. Certain religious overtones may play a role in this belief.

View 3: Human beings are neither basically good or evil, but a product of an individual's heredity and training--This viewpoint claims that person's behavior is entirely the result of heredity and environment working together to direct behavior and development.

View 4: Human beings are a combination of two or more of the above viewpoints--for example, some social scientists believe that each person is primarily a product of biological and environmental conditions, and that each also is basically good, or strives to do good deeds. The implication of believing in one of these viewpoints should be explored. As an example, say a teacher's aide thought that all humans were basically evil. How do you feel this way of looking at human behavior would effect the way in which the aide would interact with students?

Understanding Behavior Patterns: In order to work toward personal happiness, and become more effective both on and off the job, learners must be helped to develop attitudes that will enable each to see the relationships between feelings and behavior. Some of the qualities involved in understanding behavior patterns are:

a. Sensitivity--acceptance and awareness of the different ways people have of expressing their feelings--a necessity for learners, particularly. Human behavior is a product of many experiences in different people.

   Can any of you provide examples of sensitivity toward a person or a situation?

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b. Rapport--getting along with others. Establishing a good rapport with co-workers will make work more pleasant and satisfying. There are several ways you can establish a good relationship with others:
   (1) Knowing what you are able to offer, and being able to express this clearly;
   (2) Listening actively to what is being said, and observing the outward feelings that accompany what is said;
   (3) Communicating the conviction that people can help theseselves by improving their attitudes as well as deeds.

c. Acceptance--the positive and active understanding of other's feelings; not a blind acceptance of everything one does, but an awareness and belief that each person has a right to personal opinion.

d. Prejudice--an emotionally-toned prejudgment for or against a person, group of persons, or situations; as often displayed, an unfavorable and often hostile attitude toward the members of a different ethnic group or race. A public service employee (such as housing management aide) must constantly strive to wipe out all prejudice whenever and wherever it is apparent.

Prejudiced (Learned) Behavior Patterns: The fact that a particular form of prejudice, say Anti-Semitism, does not exist in all parts of the world suggests that prejudice is a learned behavior. Very young children are usually completely unaware of differences of race or nationality. As children grow up, however, each learns many prejudices through associations with prejudiced people. Any expression of a personal bias by a teacher will influence the attitudes of students. On the other hand, education can certainly help form positive attitudes of acceptance towards people of different cultural or ethnic backgrounds. Prejudiced attitudes can take many forms:

Racial or ethnic
Sexual stereotype
Religious
Job or housing discrimination
Educational level
Personal traits (weight, clothing, speech)

The issue in dealing with prejudice is based on decisions which are influenced by one's own perceptions, rather than objective fact. Knowledge about other people or groups is often the first step in eliminating stereotyped ways of thinking, since there is a close relationship between intolerance and ignorance. Prolonged contact between different individuals or groups of people usually reduces prejudicial attitudes. This is why working in any field of public service, which is itself a melting pot of persons from all areas of our society, is a positive step in elimination of irrational prejudice.

The teacher may wish to have learners explore different expressions of sensitivity, rapport and acceptance; of prejudice in the field of Housing Management.

SUGGESTIONS TO TEACHER

Contacting local city, county and state public assistance programs will produce free pamphlets for learners' use.

These pamphlets may include:

--Aid to Unemployed Families
--Aid to Families with Dependent Children
--Aid to Needy Disabled Program
--Complaints and Fair Hearings in Public Assistance Programs
--Food Stamp Program
--Important Notice on Public Rights
--Old Age Security
--Social Welfare
--Social Welfare Programs for the Blind
--Public Assistance and Welfare Services

Appendix B
Strategy 4.1.1

TEACHER INSTRUCTION SHEET

Decision-making and Problem Solving

Decision making, as the name implies, is the making of choices or the resolving of alternatives.

Managing	Problem Solving	Decision Making
Planning and controlling resource use to satisfy demands.	Identifying and defining the problem.	Recognizing that a decision is needed.
Planning--a series of decisions concerning standards and/or sequences of action.	Collecting information about the problem.	Identifying and weighing appropriate alternatives.
	Innovating or producing alternatives.	
	Choosing a course of action.	
	Taking action.	
Controlling-regulating planned behavior.	Evaluating consequences of an action.	Choosing or resolving available alternatives.

In developing the competency listed, the focus is upon decision-making/problem solving. The teacher may choose to differentiate more clearly between the two; the teaching strategies were developed to keep concept learning as simple as possible. Therefore, in the strategies suggested, while both problem solving and decision-making have been presented, there has been no special emphasis placed on their differences.

Adapted from:
Deacon, R.E. & Firebaugh, F.M. *Home Management: Context and Concepts*. Palo Alto: Houghton, Mifflin and Company, 1975, p. 108.

DEMONSTRATING A SIMPLE HOME TASK

Making Coffee, Using an Electric Percolator

Suggestions to the Teacher:

It may prove helpful to stress the following steps for learners:

1. Begin by reading directions for use in the booklet provided by the manufacturer of the electric percolator.

2. Show learners how important it is to assemble all materials, equipment, and supplies (in this case, coffee maker, cord, coffee, measuring cup, measuring spoon). Take all equipment/supplies to appropriate place to the appropriate kitchen area, using a tray for one trip.

3. Perform the task in logical sequence, without making comment to learners; measure cold, fresh water and pour in percolator; add percolator basket; measure and add coffee. Place lid over basket. Add coffee maker lid. Insert plug into coffee maker, and the receptacle end into the wall outlet.

Ask learners if they can list the most important steps taken in giving the demonstration. These steps should include:

1. Essentiality of reading and following directions when using any appliance.

2. Identifying and assembling all necessary materials, equipment, supplies.

3. Taking all of the above to the "right" kitchen preparation area (or appropriate place) at one time, using a tray.

4. Rechecking with direction booklet until correct usage becomes a habit.

SUGGESTIONS TO THE TEACHER: HABITS

High achievement learners may find enrichment in the following activities:

1. Use a small group to lead a discussion concerning the difficulty of breaking old habits, establishing new ones. (Ask small group members to research habit-forming in the library; develop examples of habits difficult to break.)
2. Have certain selected learners develop the reasons why (in working with clients as Housing Management Aides) it will be difficult to establish helpful task patterns.
3. Assign each learner the task of developing a strategy to help the client when reestablishing new work patterns.

INSTRUCTIONS TO THE TEACHER: EXTENDED EXPERIENCES

High achievement learners may find enrichment in the following activities:

1. Form a small panel to read Stiedl and Bratton, "Work for the Home." Panel presents highlights to class.
2. Use a small group to lead a discussion concerning the difficulty of breaking old habits, establishing new ones. (Ask small group members to research habit forming in the library; develop examples of habits difficult to break.)
3. Have certain selected learners develop the reasons why (in working with clients as Housing Management Aides) it will be difficult to establish helpful task patterns.
4. Assign each learners the task of developing a strategy to help the client when reestablishing new work patterns.

REPAIR AND SAVE!

Minor breakage can actually cost much more in the long run than making a home repair. The facts include:

Minor Breakage	Result
-leaking faucet	-increased cost of water
-holes in screens	-decreased safety/comfort
-broken window	-increased heating costs/decreased comfort/safety
-holes in wall board/plaster	-increased heating costs/decreased safety/comfort

TEACHER SUGGESTION SHEET

Minor Home Repair Practice Materials

Leaking faucet: use laboratory facilities/washrooms, etc.
Second-hand stores or the building custodian are sources for:
-extension cords (to change electric plug)
-window frame(s)
-pieces of broken screen
-pieces of plasterboard with holes cut in them

You will also need:

-glass pane to fit window frame(after window is puttied in, pane may be taken out, reused after cleaning pane and frame)
-small pieces of new screen
-putty
-putty knife
-small tiles/tile adhesive/small board (to set tiles on) tile grout
-plastic sealer

Suggested activities in addition to above: hanging wallpaper; putting up shelves; attaching cup hooks in a cupboard; how to apply adhesive shelf paper without waste; relighting the water heater pilot; replacing the gas furnace heating unit's filter; hanging a heavy mirror on the wall; replacing or adjusting the toilet water regulator bulb; repairing a leaking tray under sinks and basins.

Appendix B
Strategy 5.7.3,
5.10.2

TEACHER RATING SCALE FOR LEARNERS' DEMONSTRATIONS

Directions: The following is a scale by which to judge work procedures of the learner, including demonstration techniques. Please indicate at the right your rating of the learner in each of the areas. (Omit those items which do not pertain).

KEY: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

					Rating
I		1 2	3 4	5	
SPEED OF WORK	a.	Works slowly, often needs help to finish assigned work.	Does not always finish assigned work.	Finishes assigned work within expected time.	
	b.	Makes unnecessary trips.	Makes few unnecessary trips.	All trips are necessary--makes every trip count.	
II		1 2	3 4	5	
ATTENTION TO TASK	a.	Does not concentrate on task(s) at hand; gets too many things going at once; easily distracted.	Concentrates on single task at hand, but forgets to keep track of other tasks and situations which are the responsibility of the learner.	Concentrates on completing the task(s) at hand, but keeps track of several situations when necessary (e.g., attention and placement of "audience").	
	b.	Does not do tasks in orderly sequence; proceeds "hit and miss."	Does tasks in orderly sequence if prompted; unable to plan sequence as a demonstrator.	Does tasks in an orderly sequence; is able to plan sequence for self.	
III		1 2	3 4	5	
PHYCHOMOTOR CONTROL	a.	Seems to work hard; movements uncoordinated; pace is uneven.	Seems to work hard at times; movements coordinated; usually keeps up a steady pace.	Seems to work easily; movements coordinatad; keeps a steady pace.	
IV		1 2	3 4	5	
USE OF EQUIPMENTMENT	a.	Tires quickly; use helps such as trays, when available	Does not tire easily; uses helps such as trays when prompted.	Does not show signs of fatigue; uses helps such as trays when available.	

Adapted from: Dalrymple, Julia I., Phyllis Lowe and Helen Nelson: Preparation for a Dual Role: Homemaker/Wage Earner, U.S. Department of Health Education, and Welfare; Office of Education, 1971. pp. 144-145.

TEACHER STRATEGY SHEET: VALUES

Additional strategies may be used:

1. Ruud, Josephine. "Teaching for Changed Attitudes and Values" HEEA, Washington, D.C., 1972.

   This pamphlet provides teacher information on attitudes and values. Included are many teacher strategies to help learners understand values.

2. Simon, Sidney, et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Hart Publishing Company, 1972.

   This book also includes many interesting strategies; many are adaptable to particular subject matter needs. All offer ideas from which to begin thinking of other means to provide learners with meaningful experiences.

   The books by Ruud and Simon provide excellent reference materials for the teacher and include numerous activities for learners.

TEACHER STRATEGY SHEET: VALUES RELATIONS

Additional strategy may be used:

Questions to help learners identify the relationships between personal goals and the values underlying them, the teacher may wish to ask these or similar questions:

--in relation to the goals listed on the chalkboard, can you identify the values which make these specific goals important?

--can you give an example of planning to acquire money to achieve any one of these goals?

--should all goals for individuals and families be the same?

--if your values and goals, as a Housing Management Aide, differ from those of your clients, would it be appropriate to:

1. change your values and goals?
2. change clients values and goals?
3. accept differing values and goals for others and work with them in the light of their goals and values?

(Lead a discussion related to this question, helping learners perceive the need to respect the values and goals of others, even though they are "different".)

--will one of you give an example which illustrates making an "unsuitable economic choice" because values and goals are vague (not clearly defined)?

(Examples of choices in which one's personal values may be in conflict should be given by learners) examples are:

1. buying a car vs. saving for the cost of an advanced educational program.

2. using available time for TV watching vs. studying to gain competence needed to get a job (such as Housing Management Aide).

TEACHER STRATEGY SHEET: VALUES PROVIDE--

Additional strategy may be used:

Discussion, after the assigned reading, should emphasize the facts that

--values give direction to life
--values help individuals make choices, set goals
--values influence family patterns, values:
1. of all family members must be considered
2. change as the family moves through the family life cycle
3. tend to change as a result of sociological/technological change

Have learners relate this information to themselves. Ask how this information will also help them as Housing Management Aides. (Learners to provide examples.)

TEACHER STRATEGY SHEET: A COLLAGE

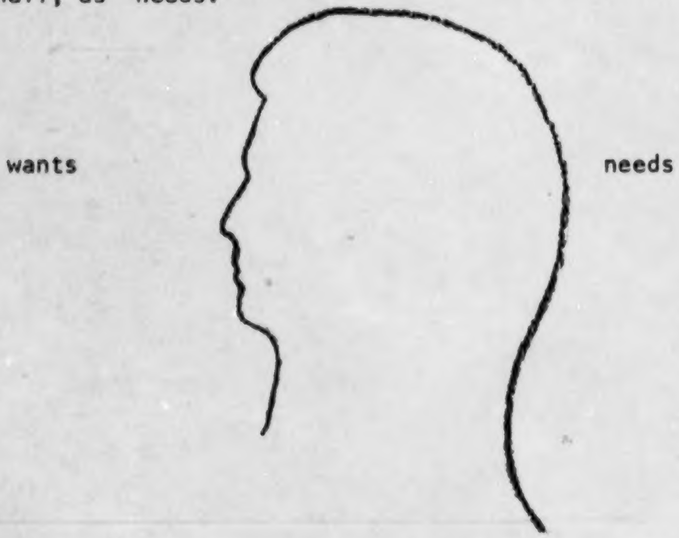
Additional strategy may be used:

Materials, supplies:

- Old magazines (to be cut up); paper paste
- Large sheets of paper, one for each learner; (approx. 2 feet x 3 feet; sheets torn off rolls of wrapping paper are excellent for this strategy).
- Flashlights or some means to throw a shadow of the learner's head on the sheet of paper.
- Felt pens.
- Masking tape (to hold sheets on wall for shadow drawing).

Working in small groups of three, learners throw shadow of head profile on paper; draw around profile; exchange jobs, until all three have own head profiles.

Learners will designate half of the profile as a "want" representation; the other half, as "needs."



Cut and paste bits of identifiable objects, items, to form a collage of wants, needs.

The list of learners' needs should include:

-physical-	-emotional-	-social, spiritual-
food and water	love	to belong
clothing	safety and security	to be recognized
shelter	personal identity	to achieve
	stimulation and variety	

--ask learners to present their profiles, discuss their individual needs, wants.
--in discussing the profiles with learners, ask learners to differentiate between needs (basic to all) and wants.

TEACHER STRATEGY SHEET: ADDITIONAL INFORMATION

Additional strategy may be used:

Add this information to the case study: Bill and Susie have planned to use $2.00 per person per day for their food budget, plus $80.00 (a total of $1,540.00/year). Bill's books and tuition for the four remaining quarters of school that he has left comes to $825.00.

Have learners rework Bill's and Susie's budget.

TEACHER STRATEGY SHEET: "SPOT THE TROUBLE" ANSWER SHEET

1. Susie needs to set priorities; when buying, make a distinction between what's nice and what's necessary. Her dress should not have cost so much. (Ask learners to supply alternatives which would have solved Susie's problem.)

2. If you're not careful, cash has a way of disappearing...where does it all go? Bill needed to make that extra trip to the library; by waiting awhile and signing up for it, "Jaws" could have been read for nothing. Now is probably not the time to start building a library, anyway.

3. Bill and Susie were not taking billing cycles into account; take advantage of service costs or purchases by using the most profitable billing cycle.

4. It is wise to know when regular sales are coming, and plan for them:

   January: inventory; many sales are available, especially White Sales.
   February: Washington and Lincoln sales (celebrating their birthdays).
   March and April: after Easter sales.
   May: Memorial Day storewide sales.
   July: Fourth of July sales; summer fashion clearance begins.
   August: White Sales again; also, a good time to shop for cars.
   September: Labor Day specials; watch for car sales, tires.
   October: Columbus Day storewide sales.
   November: Election Day and Veterans' Day sales.
   December: after Christmas sales.

   Also, it is important to compare quality and costs from store to store. Buying out of season (winter coats in May, June) is helpful.

5. Controlling impulse buying is important; Bill impulsively invited his friend to lunch. He had to pay the price. A good technique to use is limiting your pocket money (Bill's was already limited; he just forgot to think).

6. It is good to know just how much to tip: If you're watching your pennies, be sure to include tipping in the cost of dining out--perhaps schedule the times out less frequently. Susie, this time, was overtipping.

   Waiters and waitresses: 15% in better restaurants.
   10-15% for breakfast.
   Bartender: 15% at the bar.
   Taxi Driver: 25¢ minimum; 20% of the bill.
   Airport Porter: 25 to 50¢ per bag, depending whether or not luggage is loaded bags into taxi or car.
   Red Cap: 25 to 35¢ per bag plus 25¢ for Red Cap.
   Bellhop: 25¢ per bag
   Chambermaid: Nothing unless stay is long, $1.00/2.00 then.
   Hotel or Apartment Door Guard: 25¢, if he hails a cab.
   Ladies/Mens Room Attendant: 25¢, but optional.
   Hat Check Attendant: 25¢ per person.

TEACHER STRATEGY SHEET

How does one's environment contribute to safety?

A simple illustration to bring out the need for a "safe environment" may be made by introducing the "natural enemy" into the environment of a caged animal. For example, if a dog or cat approached the cage of a white rat: does the "environment" offer protection?

Using this strategy, lead a discussion on environmental safety and the need for individuals/families to be provided with "safety." Have learners list the ways in which provisions for safety have been made: fences, gates, homes, locks on doors, lights on streets, etc.

TOMORROW'S WORLD

The teacher may wish to divide learners either arbitrarily or by their choice into four groups. Suggestions for tomorrow's world for the four groups may include:

1. Home: 2026 A. D.
    a. types of homes
    b. kinds of families
    c. home environment (Do we still sleep in beds? Use kitchen ranges?, etc.)
    d. products used
    e. safety features/home equipment, appliances, tools
    f. other.

2. Leisure-time: 2026 A. D.
    a. play activities/games/sports (Different from today? If so, why?)
    b. equipment for sports; toys for children
    c. environment provided for leisure-time; home/outside the home
    d. other.

3. Transportation: 2026 A. D.
    a. engineering advances
    b. travel safety
    c. route safety (for animals/human beings)
    d. elimination of transport hazards (How?)
    e. other.

4. The world of 2026 A. D.
    a. work/home/leisure-time balance (time spent at all)
    b. outlook of individuals on
        -safety of self/others
        -democracy
        -material goods
        -war
        -education
        -family and social patterns
    c. If the above items are conceived as "changed," what will the influence be on the world as a "safe--and sane--environment"?
    d. other.

MICRO ORGANISM GROWTH IN A CLEAN ENVIRONMENT

The procedure for learners to gather samples is easily set up in a clean classroom. Divide learners into groups and assign each group to a kitchen. Have them number off, 1, 2, 3, and 4.

Steps:

1. All learners wash hands thoroughly.
2. Number 1 will take petri dish, run cotton swab along inside of a kitchen drawer, place finger on gel, label: K# , Drawer.
3. Number 2 will use other side of same gel for sample collection. Number 2 will collect sample from the top of any surface.
4. Number 3 will use second petri dish and collect sample from a "clean" drinking glass--use top of glass, running cotton swab inside and outside of rim. Label.
5. Using same gel, Number 4 will collect sample from silverware. Label.

Impress learners, before they begin, to:

--be careful not to contaminate hands after washing until each has gathered the sample.

--cover petri dish carefully after gathering the two samples; check labels.

--turn in carefully labelled dishes to teacher for incubation period.

The dishes are placed in a closed cupboard at room temperature for 48 hours.

Results are surprising.

After 24 hours, the petri dishes will show growth of micro organisms. These are to be shown to learners.

THE UNSAFE TEACHER

To emphasize good kitchen practices, it is helpful to develop a demonstration in which the teacher becomes a thoughtless and stupid individual, preparing a meal. Ask learners to list the "hazards" created by this thoughtless person.

"Unsafe" and health hazardous practices when preparing a meal may include:

-not washing hands before starting.

-wearing apparel unsuitable (flopping cuffs; dangling chains worn about neck, etc.).

-placing a tea towel on electric heating element (even though it is not turned "on").

-pots placed on front of range with handles over the edge.

-dropping grease on floor; not wiping it up immediately.

-use of electrical equipment, with dialog to suggest unsafe practices in usage.

-a small rug in front of sink areas, with indications given that it is moveable.

-pushing vegetable peelings down the garbage disposal when it is going (using the end of a wooden spoon--careful, teacher!).

HAZARDS IN THE HOME

Suggested demonstrations showing hazards in the home may include:

BEDROOM

chest of drawers with drawer open
improper placement of furniture, constituting a traffic hazard
light plastic covers for cleaned clothing left on hangers, accessible to childrens' play
pins spilled on floor
sewing basket on low stand, with shears, etc.
other

BATHROOM

using electric appliances (shaver, hair blower, curling iron, etc.) near water faucets
bringing radio into bathroom to listen to music while bathing
storing medicines where they may be reached by children
using chlorine bleach with other cleaning supplies
storing dangerous cleaning supplies where they are accessible to children
tub without a safety mat to prevent slipping
bathroom rug which slides underfoot
other

LIVING ROOM

using a chair to hang pictures
remove markings on French doors to improve the view
electric lamp cords strung across floor
unplugged electrical outlets
poisonous plants growing indoors
cigarettes and matches on low tables
bar, with accessible alcoholic beverages
many glass breakables on low tables
unprotected floor heating system
other

HALLWAY/STAIRWAY/GARAGE

waxing wood hall floors
using unsecured, small hall rugs
tacks on hall runner, pulling loose from edges
stairs with inadequate railings, no safety gate at top
paint, turpentine, flammables haphazardly stored
old rags piled in a heap
trash, litter not taken care of
garden tools and equipment left accessible; rake with tines out
power tools accessible to children; left attached to electrical outlet
other